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The CACREP Standards document leadership as an essential part of counselor development. However, there does not yet seem to be a consensus in the profession about what specific knowledge, skills, practices and attributes (KSPAs) are necessary for leadership roles in counseling. The purpose of this study was to develop expert consensus of the KSPAs that are necessary for leadership roles. This study utilized Delphi Methodology and consisted of two phases with three rounds of data collection in Phase 2.

Phase 1 utilized an online brainstorming session with expert counseling leaders to develop a list of KSPAs. Phase 2 involved three rounds of data collection utilizing the questionnaire, developed from the combination of Phase I results and current resources, to come to consensus about the perceived necessity of the KSPAs for leadership roles. The expert panel consisted of 48 participants for Round 1, 29 for Round 2, and 24 for Round 3. Of the 105 items analyzed, 70 were identified as very necessary by the expert panel. Nine of these items had more than 50% agreement by the expert panel as the most necessary for leadership roles in counseling. These items are: Strong counselor identity (78%), Being ethical (61%), Empowering others (57%), Ability to see the “big picture” (57%), Modeling/leading by example (57%), Collaboration (52%), Knowledge of the membership (52%), Genuine/authentic (52%), and Being strategic (52%).

THE KNOWLEDGE, SKILLS, PRACTICES AND ATTRIBUTES
THAT ARE NECESSARY FOR LEADERSHIP ROLES
IN COUNSELING

by

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To My Parents

For my father, Beau Wininger, who gave me the passion to believe in my dreams

RIP: September 28, 1956 – August 30, 2010

AND

For my mother, Jan Wininger, who instilled in me the strength to chase those dreams

APPROVAL PAGE

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CHAPTER I

INTRODUCTION

Doctoral level counseling programs are expected to prepare students to “assume positions of leadership in the profession and/or their area(s) of specialization” (CACREP, 2009). Therefore, training competent doctoral level counselors must include development of specific leadership knowledge, skills, practices, and attributes. Although the importance of leadership is infused throughout CACREP’s doctoral standards and Chi Sigma Iota’s Principles and Practices of Leadership (2001), there is a dearth of research about the specifics of what is necessary for doctoral level programs to incorporate into their curriculum and training so that counselors are prepared to assume leadership roles.

CACREP has identified five essential learning outcomes that must be emphasized in doctoral-level counseling programs: (a) supervision, (b) teaching, (c) research and scholarship, (d) counseling and (e) leadership and advocacy. In addressing the leadership and advocacy learning outcome, the CACREP Standards (2009) state that doctoral level counselors should demonstrate specific knowledge in five areas beyond that of the entry-level counselor, including knowledge of: (a) theories and skills; (b) advocacy models; (c) social change theories; (d) models, leadership roles, and strategies for crises; and (e) topical and political issues in counseling. Doctoral level counselors also are expected to develop two specific leadership skills and practices: (a) providing leadership and/or

contributing to leadership efforts in professional organizations and counseling programs, and (b) advocating for the profession and its clientele.

Researchers have investigated the emphasis that doctoral counselor education programs' curricula place on the five doctoral learning outcomes (Zimpfer et al., 1997). Although leadership is included as a critical component of doctoral training, and specific knowledge, practices and skills are cited as essential, results of the Zimpfer study indicated that compared to clinical, supervision, teaching, and scholarship, leadership was the least emphasized role identity in counseling programs (Zimpfer et al., 1997). In addition, it was found that some programs put no emphasis on developing leadership in their doctoral students (Zimpfer et al., 1997), even though leadership clearly is considered to be essential to the success of the profession (CACREP, 2009, CSI, 1997; Paradise, Ceballos, & Hall, 2010).

Reflecting the low emphasis in training programs, leadership and leader behavior appear not to be much emphasized in counseling behaviors. In an examination of professional counselor's leadership, Paradise et al. (2010) stated that professional counselors' leadership behavior is demonstrated in such positions as directors of counseling centers, chairs of academic departments, presidents of professional organizations, and chairs of association committees. However, generally less than 10% of counselors' overall activity is spent involved in leadership behavior (Paradise et al., 2010). These authors hypothesized that counselors may be ill-prepared to assume these positions because leadership development is not highly emphasized in counseling programs (Paradise et al., 2010; Zimpfer et al., 1997).

Current practice in leadership development in the counseling profession appears to follow a mentorship or apprenticeship model as indicated by the structure of counseling organizations (e.g., ACA, ACES). Leadership roles in many professional counseling organizations tend to follow the format of past-president, president, and president-elect, indicating the importance of learning from previous leaders' experiences. Additionally, the American Counseling Association (ACA) also brings together all of the current leaders of its branches and divisions for a leadership training workshop in hopes of encouraging mentorship and the exchange of ideas and practices that have been effective (ACA, 2010). The Association for Counselor Education and Supervision (ACES) and its regional affiliates historically utilize an Emerging Leaders workshop to encourage rising student leaders to network with each other as well as provide mentorship opportunities (ACES, 2010).

In addition, Chi Sigma Iota (CSI), the counseling profession's international honor society, developed a statement of Principles and Practices of Leadership as a model for what they believe to be effective leadership (CSI, 1999). Ten practices and principles are listed: (a) philosophy of leadership, (b) commitment to mission, (c) preservation of history, (d) vision of the future, (e) long range perspective, (f) preservation of resources, (g) respect for membership, (h) mentoring, encouragement, and empowerment, (i) recognition of others and, (j) feedback and self-reflection. Although these principles, and the practices that operationally define the principles, are expected to be utilized as guidelines for leaders in the counseling profession, they are aspirational and not research based (CSI, 1999).

Current research on leadership in counseling and counselor education is minimal. Empirical research has investigated leadership through qualitative methodologies that examined ways in which counselors become leaders (Magnuson, Wilcoxon, & Norem, 2003), experiences of females in leadership (Black & Magnuson, 2005), beliefs and practices of leaders in the counseling field during different phases of leadership (West, Bubenzer, Osborn, Paez, & Desmond, 2006), and leadership behaviors of non-tenured counseling professors (Gibson, Dollarhide, & McCallum, 2010). Although these studies have reiterated the need for and importance of leadership in the field of counseling, they do not provide generalizable, evidence-based tools for leadership training in doctoral counselor education programs. Existing research on leadership in counseling, therefore, has not yet produced a specific model or requisite set of knowledge, skills, practices, and attributes needed to prepare counselors for leadership roles. However, findings from existing studies provide some evidence as to the nature of leadership in counseling that can serve as a basis for further inquiry using research from other fields (e.g., business) as a foundation.

Description of Leadership

Leaders influence others in order to ensure the success of an organization or profession through two types of leadership: 1) positional and 2) non-positional (Black & Magnuson, 2005; Tubbs & Schults, 2006). Positional leadership is defined by the formal position that the person holds, such as president or manager, while non-positional leadership also includes those individuals who are leaders of people or ideas and whose

leadership is not defined through a position (Black & Magnuson, 2005). Positional leadership will be the focus of this study, as this is specifically what the CACREP standards state are required of doctoral level training programs. The standards state that one of the primary obligations of a doctoral program is “preparing students to assume positions of leadership in the profession and/or their area(s) of specialization” (CACREP, 2009, p. 52). Additionally, the CACREP standards also define leadership through the learning outcomes of knowledge, skills, and practices (CACREP, 2009).

Leadership competency is established based on experience, knowledge, and lessons learned from leaders in an organization or profession (Hollenbeck, McCall, & Silzer, 2006). Lombardo and Eichinger (2009) defined a competency as “a behavioral skill, a technical skill, an attribute, or an attitude” (p. i). Competencies can be defined more clearly through the acronym of KSA: knowledge, skills, and abilities (Tubbs & Schults, 2006). These KSAs can be utilized to clearly define leadership competencies, provide a basis for developing a curriculum for students, and more adequately provide an operational definition for leadership success in a given organization or profession.

The business literature, specifically competency models, describes the different aspects of leadership as knowledge, skills, and attributes. Comparatively, the CACREP Standards define leadership as a combination of knowledge, skills and practices. In order to integrate and build upon previous research as well as develop a comprehensive understanding of leadership that can be utilized in counselor preparation, all four aspects will be included in this study of leadership in counseling. Therefore, this study will specifically address knowledge, skills, practices, and attributes (KSPAs) of leadership. In

order to develop an understanding of the KSPAs doctoral students need to develop, it is first important to identify the KSPAs that general leadership theories and models have identified as necessary for leadership.

Theories and Models of Leadership

Three specific leadership theories/models will be discussed: 1) Trait, 2) Skills, and 3) Full-Range Leadership Theory (FRLT). These have been chosen because each identifies different aspects of leadership. Trait theory provides a description of the attributes a leader should possess. The Skills approach describes the skills that leaders should have and has been developed further into competency models that also discuss the knowledge that is essential for leadership. Finally, FRLT incorporates the attributes and skills into a process model of leadership that identifies essential practices.

Trait Theory

Trait theory explains leadership as a combination of innate traits that lead to successful leadership. This theory is based on the idea that leaders must possess certain attributes in order to be successful in leadership positions. Although the idea that leadership is entirely innate has been discounted (Kirkpatrick & Locke, 1991), it is now understood that certain traits (such as honesty) do help potential leaders to acquire the necessary skills needed for leadership success (Bass, 1990; Judge, Illies, Bono, & Gerhardt, 2002; Kirkpatrick & Locke, 1991).

Skills Approach and Competency Models

The Skills approach to leadership focuses on what leaders do in leadership roles and positions in order to be successful (Mumford et al., 2000a; Mumford et al., 2000b; Northouse, 2004; Wright & Taylor, 1981(a); 1981 (b); 1985). This approach was further developed into leadership competency models. Leadership competency models are based on the idea that effective leaders require a certain combination of knowledge, skills, and attributes for effective leadership (Cragg & Spurgeon, 2008; Garman, 2006; Hollenbeck, McCall, Silzer, 2006; Lombardo & Eichinger 2009; Scholtes, 1999; Tubbs & Schultz, 2006; Wimpfheimer, 2004). Utilized to assist individuals and organizations, the skills approach and leadership competency models consider both the experience of seasoned leaders and identify specific behaviors that contribute to development and performance of followers and organizations (Hollenbeck et al., 2006).

Full-Range Leadership Theory

Bass and Avolio's (1994, 1997) Full Range Leadership Theory (FRLT), developed from earlier work by Bass (1985), integrated the moral and ethical orientation of a leader with leadership behaviors by incorporating ideas such as consideration of employees, being a moral example, and providing ethical inspiration (Antonakis & House, 2002). The authors described effective leadership as a combination of transformational and transactional styles (Bass & Avolio, 1994, 1997). Transformational leadership focuses on the interactions between the leader and the follower that create an environment that causes the follower to exceed expectations. The three aspects of transformational leadership are: 1) Inspirational Motivation, 2) Intellectual Stimulation, and 3)

Individualized Consideration. Transactional leadership focuses on the use of rewards and punishment to influence and monitor performance. Contingent Reward, Management-by-Exception Active, and Management-by-Exception Passive are the three aspects of Transactional Leadership. Additionally, FRLT has been shown to be applicable in leadership development, since training in any of the factor areas of the theory have resulted in improvement the other areas and in overall performance (Parry & Sinha, 2005)

Leadership Development

As researchers began to examine leadership it became clear that the ability to be a leader was not necessarily innate and could possibly be trained and developed (Boyatzis, 2008; Doh, 2003; Riggio, 2009; Van Velsor & McCauley, 2004; Van Velsor, Moxley, Bunker, 2004). As researchers determined that leadership was a function of skills, knowledge, and attributes, it became clear that leadership could be learned. Therefore, if leadership could be learned, it also could be developed and trained (McCauley & Van Velsor, 2004). Leadership development is often described as a lifelong, non-linear process that involves education, training, and experiences (Boyatzis, 2008; Van Velsor et al., 2004).

Given that leadership can be developed, it is important to understand what should be developed for an individual to be a successful or effective leader. Although general leadership models have been utilized (e.g., Lombardo & Eichinger, 2009), it is important for counselors to begin to understand what KSPAs are generalizable and which are

unique to the counseling profession. This knowledge can be utilized in the training of leadership in doctoral-level counselor education. In addition, counselor education programs may be able to implement the training of specific KSPAs in order to prepare doctoral-level counselors for leadership roles, fulfilling one of the primary obligations of doctoral programs as defined by the CACREP Standards.

Leadership in Counseling

Developing leadership in the counseling profession is essential to ensure its success and growth, as is true in any profession (CSI, 1999; Sears & Davis, 2006). Researchers have recognized that this knowledge is essential for the future success of the profession (Bemak, 2000; Curtis & Sherlock, 2006; Dollarhide, 2003; West et al., 2006), and the most recent CACREP Standards specify the need for leadership KSPAs in the standards for doctoral programs (CACREP, 2009). Additionally, CSI has developed principles and practices of leadership excellence (1999), indicating the importance of leadership development in counselor education and the counseling profession. Current empirical literature on leadership in the profession emphasizes the importance of leadership and describes what a leader in the field does to make unique and positive contributions to the profession of counseling (Black & Magnuson, 2005; Gibson, Dollarhide & McCallum, 2010; Magnuson et al., 2003; West et al., 2006). These findings, however, are not generalizable due to the qualitative nature of the research designs and are only the beginning of understanding what needs to be included in training for leadership roles in the field. A clear sense of what KSPAs are necessary for leaders in the counseling

profession is needed to inform the training of doctoral level counselors who are expected to be leaders in the field (CACREP, 2009; Sears & Davis, 2000; West et al., 2003).

Based on the three theories discussed (Trait, Skills, FRLT) and current standards of best practice in doctoral level counselor programs, this study will focus on four aspects of leadership: (a) Knowledge, (b) Skills, (c) Practices, and (d) Attributes. Existing knowledge drawn from counseling leadership research can be utilized as a starting point for developing the KSPAs that are necessary for leadership roles in the counseling profession. Although there is no one study in the counseling literature that focuses on all four of these leadership components, attention has been given to each in a variety of existing studies.

Knowledge

West et al. (2003) identified three dimensions of leadership: 1) Context, 2) Vision, 3) Action. *Context* addresses knowledge that leaders need to have, including knowledge of current events and trends in the profession as well as historical perspectives. West et al. (2006) also identified the importance for leaders to know and understand the frustrations of their followers and possible solutions. Sears and Davis (2003) indicated that leaders should have knowledge about professional counseling, research, writing/publishing, teaching and supervision, and advocacy that is beyond that of masters level clinicians.

Skills

Curtis and Sherlock (2006) identified specific counseling skills that can be utilized in leadership such as listening, empathy, rapport building, group process facilitation, and goal setting. Although they identified practices for managerial roles, these authors did not

identify additional skills that might be necessary for leadership in counseling. West et al. (2003) identified the ability to communicate a vision and work alongside others as essential skills for leaders in counseling.

Practices

Practices that may be essential for a leader in counseling also have been identified in the counseling literature. West et al. (2003) identified leadership practices of creating space for others, utilizing feedback, and celebrating small changes. Black and Magnuson (2005) included empowerment and intentionality as important practices for leaders in the field. West et al. (2006) identified the need to anticipate, awaken, communicate, and promote a vision, to celebrate successes, and to consider what has been learned.

Attributes

It is essential to be able to understand specific attributes that may be important for a leader to possess. The attribute *having vision* appears consistently in counseling literature (Black & Magnuson, 2005; CSI, 1999; Sears & Davis, 2003; West, et al., 2003).

Examples of additional attributes that have been identified in the counseling literature are authenticity, passion, and compassion (Black & Magnuson, 2005). Finally, West et al. (2006) identified personal congruence as an important attribute of leaders in counseling.

Leadership Development

Research on leadership in counseling also has indicated that counselors often end up in leadership roles by chance or circumstance, and that these individuals often experience leadership development while in their roles based informally on an apprenticeship or

mentorship model (Black & Magnuson, 2005; Gibson et al., 2010; Magnuson, et al., 2003). Researchers have investigated leadership utilizing qualitative methodologies. They have examined ways in which counselors become leaders and identified models, mentoring, and planned happenstance as the primary modalities of obtaining leadership roles (Magnuson et al., 2003). In research examining non-tenured professors in leadership positions, Gibson et al. (2010) also identified models and mentors as influential in how these leaders were developed in addition to a focus in their doctoral programs on the importance of leadership as service to the profession. Results of this study seem to indicate that the value of professional leadership may be getting more emphasis in counselor education programs, although specifics of training in leadership currently is lacking.

Statement of the Problem

Results of counseling research reflect the importance of leadership for doctoral level counselors. Theories from other fields provide additional understanding of leadership. However, the profession does not have a research-based understanding of which KSPAs are necessary to prepare future leaders in professional counseling. In order to educate and prepare doctoral students to be effective in leadership roles in our profession, there must be concrete knowledge and understanding of necessary KSPAs. Developing this base of information would help counselor education programs more effectively incorporate leadership training into their curricula. This knowledge would give depth and breadth to

the CACREP Standards, providing counselor education programs with concrete areas that can serve as a basis for developing and implementing leadership training.

Purpose of the Study

The primary focus of this study will be to investigate what KSPAs are necessary for leadership roles in the counseling field. In order to determine which of the KSPAs described through general leadership theories are applicable in counseling and identify additional counseling-specific KSPAs, a consensus is needed as to what is necessary for doctoral level leadership roles in the counseling profession. Results of qualitative research already conducted in counseling appear to support KSPAs that are similar, complementary, and additive to KSPAs established in the general leadership models. Together, these results can be used to identify KSPAs that should be part of leadership preparation in doctoral counselor education programs by reaching a consensus among positional leaders, counselor educators, and doctoral students. Identifying and understanding these KSPAs can inform the educational experiences of counselors so as to best prepare them for leadership roles in professional counseling, service and advocacy, and research.

Building upon experiences of past and current leaders in counseling, the identification of the KSPAs that are necessary for leadership roles in counseling can be used to develop a better understanding of what should be included in the training of doctoral level counselors. It is possible that the lack of generalizable understanding of what is necessary for a leader in counseling to possess may be a piece of why leadership is so minimally

emphasized in doctoral programs (Zimpfer et al., 1999) even though it is essential for the success of the profession (CSI, 1999; Curtis & Sherlock, 2003). The Delphi method will be used to reach consensus about specific KSPAs that are necessary for a leader in the field of counseling. Identifying and describing these KSPAs for leadership in the counseling profession will be a first step in building an understanding of concrete areas for developing and training future leaders in the profession.

Research Questions

Accordingly, this study is designed to address the following questions:

Research Question 1: What knowledge do counselors identify as necessary for leadership roles in counseling?

Research Question 2: What skills do counselors identify as necessary for leadership roles in counseling?

Research Question 3: What practices do counselors identify as necessary for leadership roles in counseling?

Research Question 4: What attributes do counselors identify as necessary for leadership roles in counseling?

Research Question 5: Of the knowledge, skills, practices and attributes that are identified as necessary, what are the ten most necessary for leadership roles in counseling?

Need for the Study

Leadership is essential to the continued success of the counseling profession. However, the necessary knowledge, skills, practices and attributes have yet to be identified for leadership roles in counseling. Although current counseling literature on leadership is sparse, the importance of leadership to the counseling profession has been recognized by CSI (1999), CACREP (2009), and individual researchers (Bemak, 2000; Black & Magnuson, 2005; Curtis & Sherlock, 2006; Dollarhide, 2003; Gibson, Dollarhide & McCallum, 2010; Magnuson et al., 2003; West et al., 2006; Zimpfer, 1997). With an understanding of what specific KSPAs are needed for effective leadership in the counseling profession, graduate counselor education programs could more adequately address leadership training for future counselors and counselor educators and better prepare students to take on leadership roles after graduation. By developing an understanding of the knowledge, skills, practices and attributes that are necessary for leadership roles in counseling, counselors may better serve their clients and their communities, and may continue the development and growth of the profession through leadership roles.

Definition of Terms

Knowledge: Specific information learned from experience or education/study

Skill: What individuals do and how they accomplish tasks

Practice: Process of carrying out an idea in one's usual pattern of action

Attribute: Specific characteristics and traits

Leadership Roles: Leadership roles are positional assignments that facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work (Van Velsor & McCauley, 2004)

Brief Overview

This research proposal is presented in three chapters. The first chapter has provided an introduction to leadership theory, leadership competencies, the current status of research on leadership in the counseling profession, and a rationale for creating an operational definition of leadership in counseling through the development of counseling leadership competencies. Purpose of the study, statement of the problem, and need for the study are outlined in this chapter, as well as research questions and definitions of key terms. The second chapter contains a review of the literature as it relates to leadership theory, leadership competencies, and leadership in the profession of counseling. The third chapter includes the methodology to be used in the study, including participants, sampling method, instruments, pilot study methods and results, and data analyses. The fourth chapter presents the results. The fifth chapter provides a discussion of the results and implications of the research.

CHAPTER II

REVIEW OF THE LITERATURE

Description of Leadership

The success of any organization, profession or enterprise depends on effective leadership (Campbell, 2004; West, Osborn, & Bubenzer, 2003). Regardless of the size or type of the organization, leadership is critical for continued progress and success (Clark & Clark, 1992). Defining leadership, specifically effective leadership, is challenging. Leadership is an amorphous concept that has different meanings in different situations and to different people (Northouse, 2004). Leadership has been defined through traits (Avolio, 1999; Fieldler, 1996; Northouse, 2004), processes (Avolio, 1999; Clark & Clark, 1992; Fieldler, 1996; Northouse, 2004; Wright & Taylor, 1981a; 1981b; 1985)), and positions (Cameron & Green, 2008; McCrimmon, 2005; Mumford et al., 2005).

Leadership definitions may be based on the traits of the leader (Avolio, 1999; Fieldler, 1996; Northouse, 2004). For example, Northouse (2004) defined leadership as traits or characteristics that allow the leader to influence others. Similarly, Avolio (1999) simply stated that leadership is who the leaders are and how they help people reach their full potential through what they do. Finally, other theorists believe that an individual's traits may only lead to effective leadership based on how well those traits fit in the leadership environment (Fieldler, 1996).

Other leadership definitions stress that leadership is more than simply a combination of traits and behaviors (Cameron & Green, 2008). Defining leadership as a process involves looking at what leaders and followers do and the interactional processes between the two. From this perspective, leadership is understood as an action or behavior, what leaders do in combination with who they are (Northouse, 2004). Many authors simply state that leadership is not just an action but rather a process of influencing others (Avolio, 1999; Clark & Clark, 1992; Fieldler, 1996; Northouse, 2004; Wright & Taylor, 1981a; 1981b; 1985)). The process of leadership involves leaders, followers, and constituents and the interactions and influences that occur among them (Clark & Clark, 1992; Northouse, 2004). Specifically, the influence a leader has over others involves helping individuals move in a desired direction, attain goals, and create change (Northouse, 2004; Wright & Taylor, 1981a; 1981b; 1985)). Additionally, this influence involves power where the leader has more power and exerts influence on followers (Fieldler, 1996; Avolio, 1999). The power and influence one has as a leader may be due to position or may be due to other factors, such as interpersonal influence, that make the individual a leader.

Leadership also can be defined by where the power for the leadership is imbedded (i.e., the position). It is possible for leadership to be formal or informal (McCrimmon, 2005), positional or nonpositional (Astin & Leland, 1991). Traditional, or formal, leadership is often seen as the combination of traits and learnable skills that allow an individual to create change through a position of power (Astin & Leland, 1991; McCrimmon, 2005). Informal leadership is defined as creating change through indirect

influence of ideas, thoughts, and/or individuals (McCrimmon, 2005; Mumford, 2000). Positional leaders have been defined as leaders of people, organizations and institutions while nonpositional leaders are described as leaders of ideas who create change through knowledge (Astin & Leland, 1991). Therefore, the power of leadership can come from being in positions and formal roles or it can be created through informal and nonpositional relations and influences.

Professions may have their own definitions of what constitutes leadership. Although there is a dearth of literature on leadership in the field of counseling, several authors have offered some definitions of professional leadership. For example, Black and Magnuson (2005) based their leadership definition on the positional vs. nonpositional conceptualization of Astin and Leland (1991), suggesting that leadership is not simply about holding a position of power in a hierarchal system but that individuals can be effective leaders when not in formal leadership positions. Others have described leadership as a process between people that must occur in groups (e.g., Curtis & Sherlock, 2006; Paradise, Ceballos, & Hall, 2010). West, Osborn, and Bubenzer (2003) defined leadership in terms of attitudes and behaviors that counselors can develop, indicating that leadership is not simply a trait or a something that a person inherently has, but that a leader is something a person can become. Finally, in a qualitative study that asked leaders to provide a definition of leadership there was no consistent theme. However, individuals spoke of facilitation, vision, motivation, authenticity, advocacy and encouragement as being important for leadership (Gibson, Dollarhide & McCallum, 2010).

As is evident by the results of the qualitative inquiry by Gibson et al. (2010), leadership can be described by looking at the components that make up this complex concept. The CACREP Standards provide descriptions of what knowledge, skills and practices are necessary for programs to address and develop in doctoral-level counselors (CACREP, 2009). In the standards, doctoral-level counselors are expected to graduate with knowledge in five areas of leadership: “1) theories and skills; 2) advocacy models; 3) social change theories, 4) models, leadership roles, and strategies for crises, and 5) topical and political issues in counseling” (CACREP, 2009, p. 57-58). Additionally, these graduates are expected to develop competency in two areas of leadership skill and practice. The CACREP Standards state that doctoral-level counselors should be able to: “1) provide leadership and or contribute to leadership efforts in professional organizations and counseling programs and 2) advocate for the profession and its clientele” (CACREP, 2009, p. 58).

Comparatively, knowledge, skills and attributes (KSAs) have been utilized in leadership competency models to break down and explain the different aspects of leadership (e.g., Campbell, 2004; Lombardo & Eichinger, 2009). Leadership competency models utilize these concepts to concretely define what a leader must know, do and be like to be successful. KSAs have all been utilized as ways to operationally define what leadership is and what it looks like (Cragg & Spurgeon, 2007; Garman & Johnson, 2006). Other Leadership theories and models incorporate some or all of these concepts in their descriptions of leadership (e.g. Avolio, 1999, Kirkpatrick & Locke, 1991). By identifying

the KSAs that are essential for leadership, a holistic understanding of what should be developed in leaders can be created.

General descriptions of leadership and definitions that are used are a first step in understanding this complex concept. Leadership theories and models provide a more in depth description of leadership from varied perspectives, expanding upon basic descriptions. CACREP describes leadership learning outcomes through knowledge, skills and practices. Competency models utilize knowledge, skills, and attributes to describe what can be identified and developed in a leader. General leadership theories and models also provide insight into knowledge, skills, practices, or attributes that may be generalizable to the counseling profession. Therefore, utilizing a description of leadership that includes knowledge, skills, practices and attributes (KSPAs) creates a more holistic understanding of the different aspects that can be identified and developed in a leader.

Theories and Models of Leadership

Research has been conducted for decades in an attempt to develop an understanding of what leadership is, how individuals become leaders and what leaders do. Multiple leadership theories have been developed, discounted, enhanced, and accepted (e.g., Antonakis & House, 2002; Bass, 1990; Bass & Avolio, 1997; Fielder, 1977; Hersey & Blanchard, 1996; Kirkpatrick & Locke, 1991; Shriesham, Tepper, & Tertralt, 1994). These include, but are not limited to: trait (Galton, 1869; Kirkpatrick & Locke, 1991); contingency (Fielder, 1977); situational (Hersey & Blanchard, 1996); Charismatic (DeGroot, Kiker, Gross, 2000); Leader-Member Exchange (Graen, G. B. & Uhl-Bien,

1995); and, Full Range Leadership (Bass & Avolio, 1997). These different theories have crafted and expanded the way in which leadership is explained, understood and developed. Although a review all of the leadership theories that have been developed is beyond the scope of this literature review, it is essential to comprehensively understand leadership and leaders as it applies to this study.

In order to do so, the knowledge, skills, practices and attributes that a leader must have in order to be effective will be examined here. Although there is no single model that describes all four aspects of leadership, developing an understanding of three highly researched and accepted leadership theories/approaches can provide a foundation for understanding these four aspects of leadership. These three theories/approaches are: Trait Theory, Skills Approach and Competency Models, and Full Range Leadership Theory (FRLT). Trait theory describes who a leader should be and the attributes that he or she must have. The Skills Approach and the competency models that developed from this approach illustrate the skills and knowledge a leader needs. Finally, Avolio and Bass developed FRLT, a theory that provides a description of leadership as a process between individuals that must include ethics and focuses primarily on the practices of leadership. Together, these three theories provide a comprehensive understanding of what we must understand about leadership from the four aspects knowledge, skills, practices and attributes instead of just from one of these perspectives.

Figure 1

Comprehensive Leadership

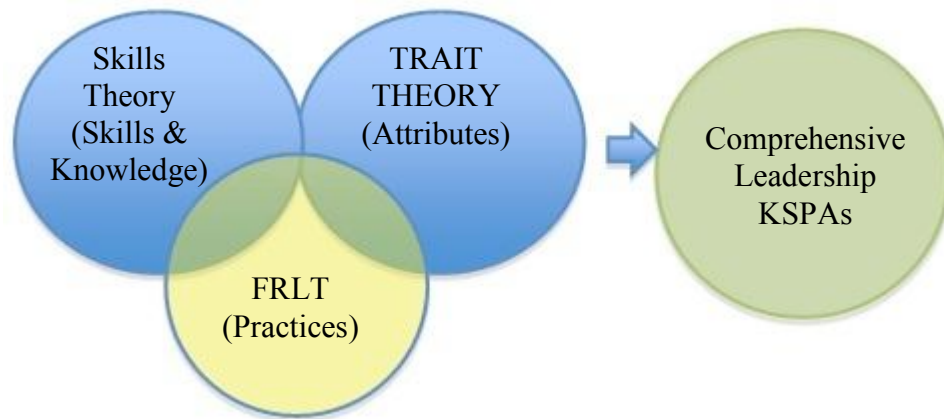


Figure 1 provides an illustration as to how these three leadership theories/approaches provide insight into the KSPAs of leadership. The areas where the circles overlap indicate an overlap in the theories/approaches. It is through this overlap, in combination with the knowledge, skills, practices or attributes that each of the theories/approaches contributes uniquely, that we are able to develop a more comprehensive understanding of these different aspects of leadership.

Trait Theory

Trait theories have been utilized to understand leadership since the 19th century (Kirkpatrick & Lock, 1991). One of the first attempts people made at understanding this complex concept was by studying what makes individuals great leaders (Northouse, 2004; Kirkpatrick & Lock, 1991). Originally termed the “great man” theory because of the focus on innate qualities and characteristics of social, political, and military leaders of the upper class, this theory eventually evolved into trait theory in the 20th century

(Kirkpatrick & Locke, 1991; Northouse, 2004). Theorists moved away from assuming that leadership traits were inherited, and defined traits as general characteristics that include capacities, motives and patterns of behavior (Kirkpatrick & Locke, 1991; Northouse, 2004).

Prior to the mid-20th century, leadership research was concerned primarily with identifying what makes a leader different from other people (Fiedler, 1996; Kirkpatrick & Lock, 1991; Northouse, 2004). In 1948, Stogdill challenged the universality of the trait theory through research that found no consistent set of traits or characteristics that differentiate leaders from non-leaders across situations (Northouse, 2004; Stogdill, 1948). Based on his research, Stogdill concluded that leadership traits varied based on the situation and that leadership itself is a relationship between individuals and situations (Northouse, 2004; Stogdill, 1948). Although results of the research that followed this shift did not result in evidence for a specific leadership personality (Fiedler, 1996), there is still emphasis on identifying the qualities of great leaders and understanding that there are some abilities, skills, and resources that may make someone more likely to be chosen, perceived, or accepted as a leader (Fiedler, 1996; Lord, De Vader & Alliger, 1986; Northouse, 2004)

Although it is unclear whether specific leadership traits are essential for an individual to become a leader, it does appear that leaders are different from other people (Kirkpatrick & Lock, 1991). Because trait theory is intuitively appealing and has a century of research supporting it, research is still being conducted in hopes of clearly identifying traits that are important for leaders (Kirkpatrick & Lock, 1991; Northouse,

2004). In fact, specific characteristics and traits have been associated with leadership, even though they have not been shown to predict leadership effectiveness (Judge et al., 2002; Kirkpatrick & Lock, 1991; Lord, De Vader & Alliger, 1986; Northouse, 2004).

Traits. Kirkpatrick and Lock (1991) reported on six traits that they believed distinguish leaders from non-leaders. These include drive, leadership motivation, honesty/integrity, self-confidence, cognitive ability, and business acumen. Drive refers to an individual's energy and ambition. Leadership motivation is concerned with an individual's desire to assume the responsibilities of a leader. Honesty and integrity help to create a strong and trusting relationship between leaders and their followers. Self-confident individuals tend to be calm and predictable, especially in stressful situations. Not only do these individuals have confidence in themselves, but others also perceive them as confident, giving them confidence in their leadership. Leaders may not need a certain IQ but the need to be able to process and analyze large amounts of information at any given time requires an above average intelligence, described as cognitive ability by these authors. Additionally, leaders need to have knowledge of the business so that they are able to make good, informed decisions (Kirkpatrick & Lock, 1991).

Although the six traits described by Kirkpatrick and Lock (1991) seem to have face validity, they are not based on statistically valid research. Two meta-analyses investigating the relationship between personality and leadership, however, revealed some evidence supporting the trait theory (Judge et al., 2002; Lord, De Vader & Alliger, 1986). Lord et al. utilized data from 18 studies to investigate the relationship between leader emergence and personality. Results indicated significant relationships between

leaders emergence and intelligence (.52), adjustment (.24), dominance (.13) and extroversion (.26). These authors reported that these four traits are significantly related to leader emergence; however, the relationships for adjustment, dominance, and extroversion are weak. Although the authors claimed that this study provides some support for the trait theory of leadership, these weak results do not provide strong evidence for any of the traits except intelligence.

Judge et al. (2002) conducted a meta-analysis utilizing 73 samples to examine personality and leadership emergence and effectiveness. Results indicated that extraversion was the strongest correlate for both leadership effectiveness and emergence (.31). Additionally, conscientiousness was correlated more strongly with leader emergence than with leader effectiveness (.28). Neuroticism (-.24) and Openness to Experience (.24) were also correlated with leadership. Similar to the results of the meta-analysis conducted by Lord et al., the relationships reported here are still relatively low, again indicating moderate support for the trait theory of leadership. Results of studies that have attempted to identify traits necessary for effective leadership have been varied, as is evident by the low effect sizes in the two meta-analyses (Judge et al., 2002; Lord et al., 1986; Northouse, 2004). Because a definitive set of leadership traits has yet to be identified based on valid and reliable research, many of the characteristics that have been reported to be important in leadership are subjective and fail to take into account situational factors (Judge et al., 2002; Northouse, 2004). Although it does appear that traits have some impact on leadership emergence and effectiveness, they are not sufficient to predict successful leadership (Judge et al., 2002; Kirkpatrick & Lock, 1991;

Lord et al., 1986; Northouse, 2004). Thus, while it may be that an individual's character and personality traits can be associated with the likelihood of becoming a leader, what he or she does in that leadership role may be critical to determining leadership effectiveness.

Skills Approach and Competency Models

The trait theory of leadership, like many traditional theories of leadership, focuses on general descriptions of leader behavior and characteristics. However, it does not examine or explain what leaders should do to be effective in their roles (Mumford et al., 2000a; Mumford et al., 2000b; Northouse, 2004; Wright & Taylor, 1981a; 1981b; 1985). What is consistently missing from the many theories that examine leader-follower interactions is what capabilities leaders must have and how they should perform in their roles (Mumford et al., 2000a; Mumford et al., 2000b; Wright & Taylor, 1981a; 1981b; 1985). In order to comprehensively understand leadership, it is necessary to understand both the traits and the skills that make a leader successful.

Traits describe who a leader is, while skills address what leaders do and how they accomplish tasks (Northouse, 2004). Without a framework for the analysis and development of leadership skills, traditional leadership theories are leaving out this key piece of understanding effective leaders and leadership (Northouse, 2004; Wright & Taylor, 1981(a,b), 1985; Mumford et al., 2007). In addition, understanding leadership from a skills perspective enables individuals to develop concrete skills through practice, feedback and guidance that will make for more effective leadership (Wright & Taylor, 1981(a,b), 1985; Mumford et al., 2007).

Skills Approach. The skills approach focuses on understanding not only what leaders do but also what can be learned and developed (Mumford, 2000; Northouse, 2004). This theoretical approach to leadership emphasizes the knowledge and skills that define leadership capabilities and enable individuals to be successful in leadership roles (Mumford et al., 2004). The foundation of this approach is that leadership capabilities can be developed in individuals. From a skills-based perspective, education, experience, and the ability to learn from one's experiences are necessary and adequate for individuals to develop themselves as leaders (Northouse, 2004).

In theory, the skills approach allows anyone to have the means to develop leadership ability because leadership is viewed as being based on knowledge, skills, and capabilities that can be learned (Mumford et al., 2000a; Mumford et al., 2000b; Northouse, 2004). This model stresses leadership development in a way that is congruent with how leadership education programs intend to increase leader effectiveness. Further, this approach is compatible with the trait theory of leadership because it expands upon the attributes of the individual that influence experience, instead of replacing the concept that attributes and personality characteristics also are important (Mumford et al., 2000a; Mumford et al., 2000b). Overall, the knowledge and skills that have been identified in the skills approach have been shown to be strong predictors of leader performance (Mumford et al., 2000a; Mumford et al., 2000b).

Skills. Multiple skills-based models have been developed to understand leadership. Mumford et al. (2000) developed a capability model based on research done with the Department of Defense. Wright and Taylor (1981a; 1981b; 1985) also identified different

levels of skills that were organized into a leadership model. Additionally, Katz (1955) described a general model that was one of the first to identify types of skills that should be developed in a leader.

Katz (1955) described three types of leadership skills that are essential for an administrator to develop based on his own observations of executives. These categories of skills are technical, human, and conceptual. Technical skills include knowledge about the specific business or profession and an understanding of the tools and techniques that are essential for developing or creating the product or service of that profession. In comparison to this skill of working with things, human skills involve working with people. Human skills allow the leader to work effectively with others, understanding their needs and motivations so as to enable them to do their best work. Finally, conceptual skills entail the ability to work with ideas. This is essential for developing goals, a vision, and working with abstractions (Katz, 1955). Although Katz was one of the first theorists to highlight the skills needed for leadership, his work was not empirically based.

Most recently, Wright and Taylor (1981a; 1981b; 1985) developed a leadership skills model that identified four types of leadership skills: interpersonal, diagnostic, perceptual, and behavioral. This model was further developed and analyzed by Mumford, Campion & Morgeson (2007). Interpersonal skills address how leaders interact with their followers regardless of the situation. In order to identify what needs to be done and how to maintain performance, a leader needs diagnostic skills in order to effectively understand a situation and implement action. Behavioral skills take a structural look at how leaders do what they do, specifically when it comes to communicating with others. Unique to this model,

the behavioral skills include utilizing the right statements, questions and non-verbals sequenced correctly to most effectively understand and motivate the individuals with whom the leader is working. Finally, leaders must be effective at perceiving and evaluating both people and situations while simultaneously acting in a way such that people perceive them positively (Wright & Taylor, Wright & Taylor, 1981a; 1981b; 1985; Mumford, et al., 2007). Overall, this model is specifically concerned with how leaders utilize their skills to communicate effectively with the people that they work with.

Generally, authors who utilize the Skills Approach of leadership concur that a leader needs interpersonal, profession-specific, and implementation skills. Additionally, these models recognize that there are attributes that are also essential and may make the development of these skills possible (Katz, 1955; Mumford et al., 2007; Wright & Taylor, 1981a; 1981b; 1985). However, competency models integrate attributes, knowledge and practices with the skills described.

Competency Models. The Skills Approach was further developed into competency models through research on what effective leaders were actually doing and incorporating trait theory into the model as a leader's personal attributes. Competencies are knowledge, skills, abilities, and traits that are associated with the specific tasks of job performance and are outcome-relevant (Cragg & Spurgeon, 2007; Garman & Johnson, 2006; Lombardo & Eichinger, 2009). Effective leadership requires having an array of competencies that allow individuals to be successful in a range of leadership positions (Cragg & Spurgeon, 2007; Hollenbeck, McCall, & Silzer, 2006). Leadership

competencies also can be more specific to the industry or position of the leader and are necessary for the success of that leader's organization (Garman & Johnson, 2006).

Competency models provide clear guidance for what a leader must do and know to be effective in leadership positions. Competency models provide a tool for leadership selection and leader self-development (Hollenbeck, McCall, & Silzer, 2006). These models offer a balance of specific and general competencies that address both organizational and individual needs and may be created to fit the organizational culture and needs (Cragg & Spurgeon, 2007). Utilized as a general description of how to obtain leader effectiveness, these models can also be applied across positions and situations (Hollenbeck, McCall, & Silzer, 2006). Additionally, it is indicated that these models should be kept to approximately 10-20 competencies so that they are usable by the leaders and applicable to organizations (Hollenbeck, McCall, & Silzer, 2006). General models have been developed from research of military personnel (Mumford, 2000), content analyses of multiple empirical studies and personal experiences (Campbell, 2004; Lombardo & Eichenger, 2009). These three models will now be discussed.

Mumford Model. Throughout the mid-nineties, Mumford and associates developed a skills model of leadership based on studies done utilizing United States military personnel (2000). This model is based on the concept that a leader must have problem solving and social performance skills, and that knowledge is necessary to effectively implement these skills. These skills are similar to the description of cognitive ability that is stated as a necessary trait by Kirkpatrick & Lock (1991). Leaders need effective problem solving skills and the capability to develop and implement solutions. In order to

implement these solutions, leaders need to have social skills that allow them to communicate, motivate, and mediate with the people they are working with. In order to effectively utilize these skills, the authors stated that leaders need knowledge about the task, the organization and the people that they are working with.

Mumford's model also integrates personality characteristics, indicating that the traits of a leader may be an integral part of their ability to be successful in leadership roles. Leadership traits such as motivation, social commitment, openness, tolerance for ambiguity, and curiosity may all influence a leader's skills and knowledge. In addition, Mumford indicates that situation and environment also may effect whether or not a leader is successful in the role. Although this model provides a view of leadership that indicates the importance of the interaction between traits, environment and skills, it is based entirely on a sample of military personnel. Therefore, it is difficult to generalize these findings to the general population or to other populations (Dollard, 2004; Mumford, 2000).

Campbell Model. David Campbell (2002, 2004) developed a model of leadership competency, the Campbell Leadership Descriptor (2002), based on thirty years of personal experience in leadership development, training programs, research, and conference experiences. This model consists of nine leadership competencies and uses adjectives to describe the nine competencies. Campbell proposes that these competencies are universal and therefore applicable in any setting at any leadership level.

The nine leadership components are: vision, management, empowerment, diplomacy, feedback, entrepreneurship, personal style, personal energy, and multicultural awareness.

These competencies are divided into two categories. The first six are considered major task components and the last three are personal competencies for organizational leadership. Each of the competencies is represented by five adjectives that have been developed to describe a leader who is competent in that area (Campbell, 2002).

The first competency, vision, addresses how the leader establishes a tone and direction of the organization and can be described by the adjectives *farsighted*, *enterprising*, *persuasive*, *resourceful*, and *having a global view*. The skill of management includes how a leader sets specific goals and focuses the organizations resources on achieving these goals. The adjectives that describe a leader who is competent in this area are *dedicated*, *delegating*, *dependable*, *focused*, and *systematic*. Empowerment is the third component and is defined as the ability to identify and develop committed individuals within the organization. Leaders with this ability would be described as *encouraging*, *mentoring*, *perceptive*, *supportive*, and *trusting*. The ability to form alliances and partnerships with individuals within and outside of the organization is labeled as Diplomacy and can be described the following adjectives: *diplomatic*, *tactful*, *trusted*, *well connected*, and *culturally sensitive*. In this model, feedback is another essential component to effective leadership and involves listening and observing all stakeholders in an organization and sharing conclusions and information in a constructive manner. Leaders who are effective at providing feedback might be described as *good coaches*, *good teachers*, *candid and honest*, *good listeners*, and *numerically astute*. Finally, entrepreneurialism is the sixth major task component and is defined as the ability

to utilize projects, programs and policies to find new opportunities, increase revenue and expand markets (Campbell, D. 2002; 2004).

Alternately, the three components that make up the personal competencies of leadership address the characteristics of a successful leader rather than the skill sets necessary for leadership action. Leaders with personal style are able to *set a tone of competence, optimism, integrity and inspiration in the organization* and can be described as *credible, experienced, visible role models, optimistic, and able to provide an effective global leadership image*. Given the long hours, travel, conflict and stressful decisions that often are part of the demands of leadership, a leader must have personal energy.

Adjectives that are used to describe the component of personal energy are *balanced, physically fit, publicly impressive, and internally resilient*. The final component in Campbell's model is that of multicultural awareness. A leader that is competent in this area is experienced and comfortable managing individuals and organizations across geographic, demographic and cultural borders. These individuals could be described as *having a global view, being culturally sensitive, globally innovative, good at providing an effective global leadership image, and internationally resilient* (Campbell, D. 2002, 2004).

This model is developed based on copious amounts of research and experience over a thirty-year career in leadership development. Additionally, there is empirical support for the confirmation of the validity of the measurement tool for this model. Prior to publication, the Leadership Descriptor (instrument developed based on the Campbell Model) was tested using eleven groups that consisted of a total of 262 individuals. The

Descriptor asks individuals to rate a good leader, themselves, and a poor leader on each of the components. The groups utilized were made up of diverse types of leaders, with different ages and genders and from different types of organizations. However, the average profiles were very consistent (Campbell, 2002). Campbell stated that this is evidence that these competencies are universal. However, additional utilization of the Leadership Descriptor for empirical research not conducted by the author is needed to confirm the validity and generalizability of the model.

Lombardo & Eichinger Model. Similarly, Lombardo and Eichinger developed a leadership competency model based on a content analysis of studies conducted at The Center for Creative Leadership, long-term studies conducted at AT&T and Sears, and multiple other empirical studies of leaders and leadership (Lombardo & Eichinger, 2009). This model consists of sixty-seven competencies that are grouped into six factors and twenty-one clusters.

The authors defined competencies as a “a measurable characteristic of a person that are related to success at work” (Lombardo & Eichinger, p. i). Competencies can include skills, attributes, or attitudes. Their Factors and Clusters group the competencies into categories that are somewhat similar. These factors and clusters are utilized for groupings in the Leadership Architect, the assessment tool developed utilizing the sixty-seven competencies. The Factors and Clusters are used to assist in leadership development of the competencies by providing groupings of competencies that can be focused on for globalized improvement of leaders and organizations (Lombardo & Eichinger, 2009). The 67 competencies can be grouped into their factors to provide a comprehensive

understanding of the six general areas that leaders need to be competent in. These are illustrated in Table 1.

Table 1

Lombardo & Eichinger Competency Model

Factors	Clusters
Factor I: Strategic Skills	<i>Understanding the Business:</i> Business Acumen, Functional/Technical Skills, Technical Learning
	<i>Making Complex Decisions:</i> Decision Quality, Intellectual Horsepower, Learning on the Fly, Problem Solving
	<i>Creating the New and Different:</i> Dealing with Ambiguity, Creativity, Innovation Management, Perspective, Strategic Agility
Factor II: Operating Skills	<i>Keeping on Point:</i> Timely Decision Making, Priority Setting
	<i>Getting Organized:</i> Organizing, Planning, Time Management
	<i>Getting Work Done Through Others:</i> Delegation, Developing Direct Reports and Others, Directing Others, Informing, Managing and Measuring Work
	<i>Managing Work Processes:</i> Process Management, Managing Through Work Systems, Total Work Systems
Factor III: Courage	<i>Dealing with Trouble:</i> Command Skills, Conflict Management, Confronting Direct Reports, Managerial Courage, Standing Alone
	<i>Making Tough People Calls:</i> Hiring and Staffing, Sizing up People
Factor IV: Energy and Drive	<i>Focusing on the Bottom Line:</i> Action Oriented, Perseverance, Drive for Results
Factor V: Organizational	<i>Being Organizationally Savvy:</i> Organizational Agility, Political Savvy

Positioning Skills	<i>Communicating Effectively:</i> Presentation Skills, Written Communications
	<i>Managing Up:</i> Career Ambition, Comfort Around Higher Management
Factor VI: Personal and Interpersonal Skills	<i>Relating Skills:</i> Approachability, Interpersonal Savvy
	<i>Caring About Others:</i> Caring About Direct Reports, Compassion
	<i>Managing Diverse Relationships:</i> Boss Relationships, Customer Focus, Managing Diversity, Fairness to Direct Reports, Peer Relationships, Understanding Others
	<i>Inspiring Others:</i> Motivating Others, Negotiating, Building Effective Teams, Managing Vision and Purpose
	<i>Acting with Honor and Character:</i> Ethics and Values, Integrity and Trust
	<i>Being Open and Receptive:</i> Composure, Humor, Listening, Patience, Personal Disclosure
	<i>Demonstrating Personal Flexibility:</i> Dealing with Paradox, Personal Learning, Self-Development, Self-Knowledge
	<i>Balancing Work/Life:</i> Work/Life Balance

Note: Adapted from *For your improvement: A guide for development and coaching* by M.M. Lombardo and R.W. Eichinger, 2009.

Although the authors stated that they have been empirically testing the competencies since 1994, reliability and validity statistics have not been published for the Leadership Architect. However, the authors report criterion predictive validity, indicating that the competencies predict performance and promotion years after the competencies are utilized in an organization or with a leader. The competencies are said to be related to

bonus levels, stock options, profitability, and retention of key staff. A case study of one company that utilized the competencies showed an increase in employee satisfaction from 40 to 70 percent and a decrease in turnover from 30 to 10 percent (Korn/Ferry International, 2009). The fact that these competencies have been tested for almost twenty years supports their practical usefulness in leadership development. However, it does not appear that the Leadership Architect has been used in empirical studies conducted by individuals outside of the Korn/Ferry Institute and therefore the competencies may have been developed without the reduction of researcher bias.

Although these two models both appear to have strong face validity and have been utilized for leadership development by one of the top leadership research and development organizations in the world (Campbell, 2004; Lombardo & Eichinger, 2009), both lack empirical evidence that would support the models as valid and reliable. Therefore, it is necessary to consider a theory that incorporates both skills and attributes into an empirically supported model of effective leadership.

Full-Range Leadership Theory

Full-Range Leadership Theory has the basic dimensions of a competency theory. It addresses the essential skills and attributes of a leader and integrates these with a focus on the process that occurs between the leader and follower. This new theory moves beyond the expectations of a leader to simply provide participation, rewards, and punishments by emphasizing the need for attention to a leader's ideals, inspiration, innovation and individual concern in order to help followers reach their full potential (Bass, 2003; Northouse, 2004). Modern leaders are expected to take on different roles

and utilize different methods and tactics in order to develop high quality teams focused on quality, quantity, and cost-effectiveness (Bass, 2003; Lyons & Schnieder, 2009; Northouse, 2004). Full-range leadership incorporates both the traditional methods of transactional leadership and the follower-focused transformational leadership characteristics (Avolio, 1999; Avolio, Bass & Jung, 1999; Bass, 2003; Hartog, Van Muijen, & Koopman, 1997; Lyons & Schnieder, 2009; Northouse, 2004). Transactional leadership focuses on the reward and punishment of employees or followers that is based on performance-related exchanges that occur between leader and follower (Avolio, 1999; Hartog, Van Muijen, & Koopman, 1997; Northouse, 2004). Alternately, transformational leadership incorporates charismatic and visionary leadership into a process that influences followers to reach their full potential and focus on the good of the group, organization or society (Bass, 2003; Northouse, 2004). This theory is based on the assumption that leaders who are focused on creating supportive relationships, motivating individuals within the organization, and facilitating positive emotions and hard work from their employees are going to be more effective and successful than those focused on task completion and providing supervision (Avolio, 1999; Avolio, Bass & Jung, 1999; Hartog, Van Muijen, & Koopman, 1997; Lyons & Schnieder, 2009; Northouse, 2004). Transactional leadership is described as a process that exists between the follower and leader that changes both individuals in a positive and fulfilling way (Avolio, 1999; Avolio, Bass & Jung, 1999; Hartog, Van Muijen, & Koopman, 1997; Northouse, 2004).

Description of Factors. Transactional leadership behaviors include the use of reward and discipline to monitor and control followers' performance (Avolio, 1999; Bass, 2003;

Hartog, Van Muijen, & Koopman, 1997). The process that exists between a leader and follower is based on exchanges and bargains that depend on the self-interest of the follower (Avolio, 1999; Hartog, Van Muijen, & Koopman, 1997). Followers respond to leadership in order to receive rewards or avoid censorship, disciplinary action, punishment or negative feedback (Avolio, 1999). Transactional leaders exchange promises and offer inducements for cooperation, compliance and employee production (Avolio, 1999).

Transactional Leadership. The three types of transactional leadership behaviors are: Contingent Reward, Management-by-Exception Active, and Management-by-Exception Passive. When leaders utilize contingent reward, followers are informed about what is expected of them and what they will receive based on their performance (Avolio, 1999; Avolio, Bass & Jung, 1999; Bass, 1998). Leaders create agreements and give assignments and followers complete these assignments in order to earn the promised rewards (Avolio, 1999; Bass, 1998). Contingent Rewards has been shown to be reasonably effective in managing and motivating followers (Bass, 1998).

Management-by-exception utilizes punishment in order to guide the behavior of followers. This type of leadership may be active or passive. Leaders who utilize Active Management-By-Exception monitor their employees for any problems that arise, actively monitoring and correcting any mistakes or deviations in order to maintain performance levels (Avolio, 1999; Avolio, Bass & Jung, 1999; Bass, 1998). Alternately, individuals who lead through Passive Management-by-Exception wait for errors to occur before taking corrective action. Although this style may be required in leadership positions, it

tends to be by less effective than contingent reward or transformational leadership (Avolio, 1999; Bass, 1998).

Transformational Leadership. Transformational leadership focuses primarily on the interpersonal exchanges between leader and follower rather than the rewards and disciplinary actions that are implemented. Transformational leaders are focused on knowing their followers, understanding how best to motivate, stretch, challenge and support them so that they may achieve beyond expected performance levels. These individuals can be described as role models, mentors, and coaches who are admired and respected by their followers.

The factors that define transformational leadership are: Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Inspirational Motivation also has been referred to as charismatic leadership, and focuses on how the leader inspires followers through creating an sense of purpose, meaning, and achievable challenge that energizes followers by creating a sense of team spirit. In this approach, the leader is a role model for ethical conduct who is able to demonstrate commitment to the organizational goals and articulate a shared vision to followers (Avolio, 1999; Avolio, Bass & Jung, 1999; Bass, 1998).

Intellectual Stimulation encourages followers to be innovative and creative, question the status quo, and develop new ways of solving problems. The leader stimulates followers to try new approaches and share ideas. Innovation and creativity are not criticized, even when the ideas developed are different from those of the leader. Mistakes are not publicly disparaged in order to create an environment where followers have the

safety and confidence to question and improve current methods (Avolio, 1999; Avolio, Bass & Jung, 1999; Bass, 1998).

Leaders who focus on each individual follower, working to understand his or her needs, are demonstrating the factor of Individualized Consideration. These leaders encourage the growth and development of their followers by acting as coach, mentor, teacher, and counselor. Followers develop to, and beyond, their full potential as a result of the new learning opportunities, a supportive climate, open communication, and personalized interactions that are created by the leader. Delegation of tasks is utilized as a way to develop followers (Avolio, 1999; Avolio, Bass & Jung, 1999; Bass, 1998). A leader who implements Individualized Consideration in combination with Intellectual Stimulation and Inspirational Motivation has been shown to be more effective than leaders who only utilize transactional leadership behaviors (Avolio, Bass & Jung, 1999; Bass, 1998).

Laissez-faire Leadership. Laissez-faire Leadership is the final type of leadership defined as part of the Full-Range Leadership Theory. By definition, it is actually the absence or avoidance of leadership. Individuals who utilize this approach are likely to avoid decision-making and interaction with followers, and often would not be described as a leader by the people that work with them. Almost nothing occurs in the interactions between leaders and followers. The leader is mostly inactive and avoids making any decisions. This type of leadership has been shown to be the least effective of all the leadership styles (Avolio, 1999; Avolio, Bass & Jung, 1999; Bass, 1998).

Incorporating Transactional & Transformational Leadership. Transformational leadership has been shown to be more effective than transactional and laissez-faire leadership styles. However, the best leaders are able to be both transformational and transactional. Fundamental to FRLT is the belief that leaders must demonstrate each style to some degree (Bass, 1998). In order to actively intervene to prevent problems and develop followers to achieve beyond expectations, leaders must be transformational and transactional. Transactional leadership encourages followers to do what is expected, while transformational leadership inspires individuals to exceed expectations (Hartog, Van Muijen, & Koopman, 1997).

According to proponents of FRLT, leaders should demonstrate both transactional and transformational leadership. Because transactional leadership does not build the trust or develop the motivation needed to enable followers to reach their full potential, transformational leadership is needed at all organizational levels in order to achieve high levels of cohesion, commitment, trust and performance (Avolio, 1999; Avolio, Bass, & Jung, 1999; Bass, 1998). By addressing individuals' needs, inspiring motivation, and stimulating intellectual thinking, transformational leaders create an environment of commitment and involvement that can foster the achievement of superior results (Avolio, 1999; Avolio, Bass, & Jung, 1999; Bass, 1998; Hartog, Van Muijen, & Koopman, 1997).

The authors of FRLT, then, advocate that successful leadership can best be achieved through combining transactional and transformational leadership styles. This theory has intuitive appeal because it addresses leadership as a process and provides a broad view of understanding leadership through attributes, skills and practices (Northouse, 2004).

Although this theory has been well researched, most of the research is based on qualitative data or through the use of the Multifactor Leadership Questionnaire (MLQ), the assessment developed by Bass and Avolio (1989) to assess transformational, transactional, and laissez-faire leadership styles. Although results support that transformational leadership is generally effective, the factor structure of the model has not been consistently supported (Bass, 1998; Northouse, 2004).

The Multifactor Leadership Questionnaire. The MLQ is the primary assessment tool utilized in empirical studies conducted to assess the effectiveness of transactional and transformational leadership. It is utilized to identify the breadth of leadership styles and behaviors that are being utilized and displayed by leaders in organizations (Lievens, Van Geit, Coetsier, 1997). After over 20 years of use and evaluation, the current version that is most commonly used and strongly validated is the MLQ-5X (Avolio, Bass, & Jung, 1999; Muenjohn & Armstrong, 2008). The MLQ-5X consists of 45 items assessing nine subscales: Idealized influence attributed and behavior, Inspirational motivation, Individual consideration, and Intellectual stimulation (Five Transformational), Contingent reward, Management-by-exception-active, and Management-by-exception-passive (Three Transactional), and non-leadership (Laissez-faire) (Muenjohn & Armstrong, 2008). Research analyzing the factor structure of the MLQ has resulted in as few as two correlated factors to as many as seven factors. Issues of multicollinearity, lower reliabilities, and varied factor structure results indicate that the model of Full Range Leadership may not be universally applicable or the MLQ may not be adequately measuring the factors of FRLT (Bass, 1998).

Multiple studies have been conducted testing the validity, reliability, and factor structure of the MLQ (Hinkin & Shriesheim, 2008; Lievens, Va Goit, & Coetsier, 1997; Muenjohn & Armstrong, 2008; Tejada, Scandura, & Pillai, 2001). The four subscales of Transformational Leadership have been shown to be highly intercorrelated, however, with subscale items loading on just one overarching factor during factor analyses, indicating that it may be valid primarily for reporting a total score instead of reporting scores on 4 distinct subscales (Lievens, Va Goit, & Coetsier, 1997; Tejada, Scandura, & Pillai, 2001). However, these findings also support convergent validity for the transformational leadership subscales while the negative relationship with transactional and laissez-faire leadership subscales are indicative of discriminant validity (Tejada, Scandura, & Pillai, 2001).

When examining Transactional and Laissez-Faire Leadership styles, one study found the contingent reward subscale to be positively related to all of the transformational subscales (Tejada, Scandura, & Pillai, 2001), while another indicated that this subscale broke down into two factors with one positively relating to transformational leadership (Hinkin & Shriesheim, 2008). This may indicate that Contingent Reward is not sufficiently different from Transformational Leadership or that leaders who are transformational also utilize contingent reward. Finally, Management-by-Exception Passive and Laissez-Faire Leadership loaded on a single factor, indicating that they may not be measuring two types of leadership (Lievens, Va Goit, & Coetsier, 1997). Although findings of these studies do not support the same factor structure, none support the original factor structure as developed by Bass and Avolio (1989) (Hinkin & Shriesheim,

2008; Lievens, Van Goit, & Coetsier, 1997; Tejada, Scandura, & Pillai, 2001).

Additionally, the MLQ 5X has been shown to be effective and useful in capturing and measuring the aspects of FRLT (Muenjohn & Armstrong, 2008).

Evaluation of Effectiveness. The component factors of transformational leadership may not be adequately measured by the MLQ (Hinkin & Shriesheim, 2008; Lievens, Van Goit, & Coetsier, 1997; Tejada, Scandura, & Pillai, 2001). However, leadership style has been shown to have a direct effect on task performance (Lyons & Schnieder, 2009). A large number of studies have shown that transformational leadership is effective in organizations and does result in improved performance, social perceptions, commitment and production (e.g., Avolio, 1999; Brown & Reilly, 2009; Coleman, Patterson, Fuller, Hester, & Stringer, 1995; Lyons & Schneider, 2009; Lowe, Kroeck, & Sivasubramaniam, 1996). Moreover, leadership style has been shown to have a direct effect on task performance (Lyons & Schnieder, 2009). Further, research has also shown that regardless of level, position, or type of organization, transformational leadership is more effective than transactional leadership in producing higher levels of effort, commitment, satisfaction and performance (Avolio, 1999). The contingent reward style also has been associated with higher levels of performance than the other types of transactional leadership (e.g., Avolio, 1999; Lyons & Schneider, 2009). In order to aggregate the results of the vast number of studies which have been conducted, meta-analyses have been conducted to investigate the effectiveness of FRLT styles.

A meta-analysis conducted by Coleman, Patterson, Fuller, Hester, & Stringer (1995) examined the relationship across twenty-seven studies for the FRLT styles and

performance. Results indicated positive relationships between leadership performance and each of the styles except laissez-faire. The average relationships for transformational leadership factors ranged from .45 to .60, .22 to .44 for transactional, and -.28 for laissez-faire. Similar results were found in a second meta-analysis of forty-seven studies conducted by Lowe, Kroeck, and Sivasubramanian (1996). Researchers utilized follower perceptions of leadership and organizational measures for success. Results indicated that transformational leadership was positively correlated with work performance and effectiveness. Effect sizes for transformational leadership ranged from .60 to .71 and for transactional leadership from .05 to .41. The results of both meta-analyses indicate that transformational leadership is an effective leadership style, as leaders who utilize this style tend to show high levels of performance and organizational success.

Results of both these studies indicate that transformational leadership is both effective and more effective than the transactional leadership styles (Coleman, Patterson, Fuller, Hester, & Stringer, 1995; Lowe, Kroeck, & Sivasubramanian, 1996). Both meta-analyses used a large number of studies, indicating that they reflect the majority of the research conducted. Additionally, these studies provide support for the generalizability of FRLT because the studies examined included leaders in different types of positions and organizations. However, the weaknesses of these studies include source bias based on the utilization of primarily published studies, differences in the ways effectiveness and performance are measured, and the use of the MLQ as the single measure of the

leadership constructs (Coleman, et al., 1995; Lowe, Kroeck, & Sivasubramanian, 1996).

The development of leadership as being more than a combination of attributes indicates that one is not necessarily born a leader. These theories and models (e.g. Skills, FRLT) indicate that leadership can be developed. The validity of these theories and the additive value to trait theory depends on the ability to develop leadership through skills, practices and knowledge.

Leadership Development

Leadership ability is the result of a combination of knowledge, skills, practices and attributes. Leadership can be developed in an individual through a lifelong process of effort, self-awareness, education, and practice (Boyatzis, 2008; Doh, 2003; Riggio, 2009; Van Velsor & McCauley, 2004; Van Velsor, Moxley, Bunker, 2004). Van Velsor and McCauley (2004) defined leadership development as “the expansion of a person’s capacity to be effective in leadership roles and process” (p.2). In order to achieve this expansion, individuals must utilize their existing strengths to develop further in their weak areas and obtain the skills, knowledge and practices that are essential (Riggio, 2009; Van Velsor & McCauley, 2004). It is often seen as a non-linear process, with development occurring over time and through experience (Boyatzis, 2008; Van Velsor, Moxley, & Bunker, 2004).

Leadership can be developed in multiple ways. However, without self-awareness and developmental readiness, developmental experiences will not be effective. Individuals

who are more self-aware are able to utilize their strengths to improve upon their weaknesses and will experience the growth and development process more smoothly (Alimo-Metcalfe, 1999; Boyatzis, 2008; Van Velsor & McCauley, 2004). Self-awareness is a large part of developmental readiness. Understanding a leader's readiness for improvement is essential for success of development and can be compared to the readiness needed for an individual to experience the most growth from counseling and therapy. Individuals who have development readiness are more able to make sense of their experiences, feedback and relationships in order to see the most improvement (Avolio & Hannah, 2008). Therefore, it may also be necessary to assess for developmental readiness when training leadership KSPAs.

Feedback and relationships (mentoring, coaching, peers) are essential to the developmental process (McCauley & Douglas, 2004). Supportive relationships will assist individuals in their development, will help to ensure the maintenance of their motivation, and are sources for feedback (Van Velsor & McCauley, 2004). Assessment of one's current abilities is one source of feedback that has been shown to be an essential step in leadership development (Alimo-Metcalfe, 1999; Fulmer et al., 2009; Riggio, 2009; Van Velsor & McCauley, 2004). Assessment can include self-rating, group evaluations, and/or evaluations done by all of an individual's stakeholders (e.g. boss, followers, peers) and is essential for understanding one's current strengths and areas for improvement (Alimo-Metcalfe, 1999; Van Velsor & McCauley, 2004).

In combination with feedback and relationships, leadership development must be a combination of multiple experiences and lessons (Avolio & Hannah, 2008; Van Velsor,

Moxley, Bunker, 2004). Fulmer (2009) identified a combination of leadership development activities that are essential for this rounded developmental experience. These include the utilization of: developmental/stretch assignments, specialized learning opportunities specific to one's organization, leveraging technology, action learning, and coaching/mentoring. These experiences can be utilized to develop the KSPAs that are essential for leadership.

The development of KSPAs is often done through leadership development programs. There are a vast number of leadership development programs and a meta-analysis conducted by Collins and Holton (2004) has shown that these programs are generally effective. This meta-analysis utilized eighty-three different studies that included forty-six different measurement instruments. Overall effect sizes were calculated for studies that utilized post-tests only with control (.96), Pretest-post-tests with control (.35) and Single groups with pre and post-tests (.38). Effect sizes were calculated for the development of objective knowledge (.96, .35, 1.36), Objective Expertise (.54, 1.01), and Subjective Expertise (.41, .41,.38). Although the overall effect sizes demonstrate that leadership development programs are generally effective, the study revealed that some are more effective while other programs failed entirely at developing leadership KSPAs (Collins & Holton, 2004). Therefore, it is essential to be very clear about what needs to be developed and utilize constant evaluation of the development process.

Given that leadership can be developed and that leadership theories (e.g. Trait, Skills, FRLT) provide descriptions of some general KSPAs of leadership, there is a base that already exists for what should be developed in counselors. However, leadership in

counseling does not necessarily look the same as it does in businesses, the military, or the other organizations and professions that have been utilized in theory/model development. Therefore, an understanding of the leadership literature in counseling and KSPAs that emerge from this literature is necessary to develop a comprehensive list of the KSPAs that may be essential for doctoral-level leadership roles.

Leadership in Counseling

Standards of Leadership

Leadership has been emphasized by CACREP (2009) as an important and essential part of the preparation of professional counselors. Most recent Standards (2009) state that doctoral programs should prepare graduates to take on leadership roles upon graduation. Leadership is addressed in the standards for Doctoral Programs in the areas of professional identity and learning outcomes. According to the Standards, one of the primary foundations for professional identity is that the doctoral program objectives will “address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.” This indicates that doctoral level counseling programs should be preparing counselors for leadership roles in these areas.

The Standards also outline the knowledge, skills and practices that are needed in five doctoral learning outcomes: (a) supervision; (b) teaching; (c) research and scholarship; (d) counseling; (e) leadership and advocacy. The learning outcome of leadership and advocacy identifies knowledge, skills and practices that must be developed in doctoral-

level counselors in order to prepare them for leadership positions. Specifically, the Standards require doctoral level counselors to have knowledge in five areas of leadership and advocacy. A doctoral-level counselor should be able to: (a) understand theories and skills of leadership; (b) understand advocacy models; (c) identify current multicultural issues as they relate to social change theories; (d) understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters; and, (e) understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. Additionally, the Standards identify two skills and practices of leadership: (a) demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs, and (b) demonstrates the ability to advocate for the profession and its clientele. Together, these seven KSPs outline what a counselor should know and be skilled at upon graduation from a doctoral program (CACREP, 2009). However, the skills and practices are very general and do not provide indication of what the ability to lead or advocate looks like in practice.

Principles and Practices of Leadership

While the CACREP Standards identify what aspects of leadership should be addressed in doctoral programs in order to prepare doctoral-level counselors for leadership roles, Chi Sigma Iota (CSI; counseling honorary society) emphasizes the practice of leadership in counseling. CSI (1999) developed *Principles and Practices of Leadership* as a model for what they believe to be effective leadership. The ten principles and the practices that define them are shown in Figure 2.

Figure 2

Chi Sigma Iota International Principles and Practices of Leadership

Principle #1: Philosophy of Leadership

Exemplary leaders recognize that service to others, the profession, and the associations are the preeminent reasons for involvement in leadership positions.

Practice:

Leaders recognize that service to others is a hallmark for effective leadership that requires:

- careful consideration of the magnitude of their commitment prior to accepting a nomination for a leadership role;
- acceptance of leadership positions primarily for the purpose of service rather than personal reward; and
- willingness to seek counsel prior to decision making that affects others.

Principle #2: Commitment to Mission

Exemplary leaders show evidence of a continuing awareness of and commitment to furthering the mission of their organization.

Practice:

Leaders maintain a continuing awareness of and dedication to enhancing the mission, strategic plan, bylaws, and policies of the organization throughout all leadership functions. They work individually and in teams to fulfill the objectives of the organization in service to others.

Principle #3: Preservation of History

Exemplary leaders respect and build upon the history of their organization.

Practice:

Leaders study the history of their organization through review of archival documents (e.g., minutes of meetings, policies) and other resources, and

discussions with current and former leaders, and they act to build upon that history through informed decision-making.

Principle #4: Vision of the Future

Exemplary leaders use their knowledge of the organization's history, mission, and commitment to excellence to encourage and create change appropriate to meeting future needs.

Practice:

Leaders draw upon the wisdom of the past and challenges of the future to articulate a vision of what can be accomplished through imagination, collaboration, cooperation, and creative use of resources.

Principle #5: Long-Range Perspective

Exemplary leaders recognize that service includes both short- and long-range perspectives.

Practice:

Leaders act to impact the organization before the year of their primary office, during the year of their primary office, and beyond that year, as appropriate, to assure the ongoing success of the organization.

Principle #6: Preservation of Resources

Exemplary leaders act to preserve the human and material resources of the organization.

Practice:

Leaders assure that policies and practices are in effect to assure financial responsibility and continuing respectful treatment of human and other material resources of the organization.

Principle #7: Respect for Membership

Exemplary leaders respect the needs, resources, and goals of their constituencies in all leadership decisions.

Practice:

Leaders are deliberate in making decisions that are respectful of the memberships' interests and enhance the benefits to them as active members in the organization.

Principle #8: Mentoring, Encouragement, and Empowerment

Exemplary leaders place a priority on mentoring, encouraging, and empowering others.

Practice:

Leaders assure that members are provided with opportunities to develop and apply their unique talents in service to others, the profession, and association.

Principle #9: Recognition of Others

Exemplary leaders assure that all who devote their time and talents in service to the mission of the organization receive appropriate recognition for their contributions.

Practice:

Leaders maintain records of service to the organization and provide for public recognition of service on an annual basis, minimally (e.g., letters of appreciation, certificates of appreciation).

Principle #10: Feedback and Self-Reflection

Exemplary leaders engage in self-reflection, obtain feedback on their performance in leadership roles from multiple sources, and take appropriate action to better serve the organization.

Practice:

Leaders seek feedback, for example, from members of their leadership team, personal and leadership mentors, and past leaders of the organization. Exemplary leaders experiencing significant life transitions or crises actively and regularly seek consultation from such mentors regarding their capacity to continue the work of the organization during such duress. Leaders take action congruent with that feedback, which reflects their commitment to these Principles and Practices of Leadership Excellence.

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These principles, and the practices that are utilized to operationally define them, provide descriptions of KSPAs that may be important for leadership roles in the counseling profession. The Principles and Practices provide some guidelines to how programs should be addressing the CACREP Standards that are concerned with doctoral-level leadership. Given that the standard for skills and practices of leadership is somewhat abstract in the CACREP Standards, only calling for the ability to provide leadership without describing what that looks like, the Principles and Practices as defined by CSI provide some insight into how programs might begin to address this standard. Together, CACREP Standards and CSI Principles and Practices indicate the importance of leadership in the profession and provide a foundation for what KSPAs doctoral-level counselors need for leadership roles.

Leadership Emphasis in Counseling Programs

One study by Zimpfer et al. (1997), however, indicated that very little emphasis is placed on leadership in counselor education programs. Zimpfer et al. utilized a questionnaire to investigate the emphasis that doctoral programs placed on five professional roles (instruction, supervision, scholarship, clinical practice, and leadership) as well as how faculty collaborate with students. Results of this study indicated that leadership is the least emphasized professional role, and that almost 20% of programs place no emphasis at all on leadership. Of the sixty programs that were included in the study, only thirty-four were CACREP accredited. Programs that are not accredited could have skewed the data slightly, as they are not required to adhere to the CACREP

Standards and therefore may not emphasize all five professional roles (Zimpfer et al.). However, this study does indicate that programs may not be implementing the CACREP Standards that address leadership into the curriculum.

Although this study (Zimpfer et al., 1997) found that leadership is the least emphasized professional role in counselor education, it is possible that this is a trend that has changed, as the study was conducted thirteen years ago under different CACREP Standards. Current literature on leadership in counseling and counselor education reflects the importance of leadership to the profession. More recent book chapters and journal articles look at the need for leadership from counselor educators, school counselors and community agency counselors, and describe some of the knowledge, skills, and attributes that the authors believe are needed for a leader in the profession (Bemak, 2000; Dollarhide, 2003; Sears & Davis, 2003).

Dimensions of Leadership

In their 2003 book focusing on leadership in the counseling profession, West, Osborn, and Bubenzer discussed the history of leadership in the profession and highlighted the importance of counselors as leaders in schools and community agencies. The authors begin the book with a description of the dimensions of leadership in the counseling profession based on their own experiences and those of other counseling leaders. In their discussion of the dimensions of leadership, the authors described leadership in counseling as being a combination of context/vision and action that includes attitudes and behaviors which can be developed in counselors. Table 2 provides a summary of the dimensions of leadership as outlined by West, Osborn, & Bubenzer (2003).

Table 2

Dimensions of Leadership

Dimensions of Leadership: Context	
Historical Hindsight	Have knowledge of the history of counseling and important contributors/predecessors. Value that which has come before in the profession. Use this as a foundation for future action.
Peripheral Vision	Aware of current surroundings. Knowledgeable of current events, trends, and shifts in the profession and the worldview of counseling. Intentional connection to others, to include other leaders and those whom counselors serve.
Vision	On ongoing conversation that inspires imagination, creativity, and action as connected to the vision of leadership & the profession. Ability to develop a vision and a strategy to achieve this vision.
Dimensions of Leadership: Action	
Communicating a Vision	Communicating a vision and the steps necessary to achieve this vision through reflexivity and facilitating reflective thinking.
Creating Space	Allowing diverse groups of people to participate in the formulation and implementation of a vision. Creating opportunities for individuals to make a contribution.
Receiving Feedback Evaluating Progress	Facilitate conversations that are conducive for obtaining feedback. Evaluate progress towards specific objectives often
Celebrating Small Changes	Break down the vision into smaller, tangible objectives. Celebrate successes and provide recognition

Note. Adapted from *Leaders and legacies: Contributions to the profession of counseling* by J.D. West, C. J. Osborn, and D. L. Bubenzer, 2003.

Although West et al. (2003) described what they believe to be the dimensions of leadership for counseling, they did not provide empirical evidence to support these dimensions. Although the dimensions described appear to have strong face validity, research has not been done to establish if these are actually the KSPAs that are essential for leadership in counseling. Additionally, the researchers have not examined whether the dimensions described are implemented by leaders in the field.

Aspects of Leadership for Doctoral Level Counselors

Sears and Davis (2003) also contributed a chapter to this book on leadership that examined the aspects of leadership for doctoral level counselors. These authors expanded upon the expectations established for leadership in the CACREP Standards, describing how doctoral level counselors should demonstrate leadership in four main areas: (a) professional counseling; (b) research; (c) teaching and supervision; (d) writing and publishing. Methods by which counselor education programs are expected to develop leadership in these areas also are discussed. Leadership and leadership development for each of the four areas is explained in Table 3.

Table 3

Doctoral Level Leadership

Area	Leadership	Development
Professional Counseling	Advanced counseling skills and knowledge. Integrate research	Advanced theories/skills classes. Practica/Internship
Research	Conduct research that expands knowledge about counseling	Research methods/design coursework. Dissertation
Teaching and Supervision	Stimulating development in masters and doctoral students through teaching/supervision	Working as graduate teaching assistants. Classes & experience in supervision
Writing and Publishing	Writing about innovations and publishing research results ensures scientific foundation	Classes/Seminars. Mentorship and Collaboration with faculty

Note. Adapted from “The doctorate in counselor education: Implications for leadership” in West, J. D., Osborn, C. J., & Bubenzer, D. L. (Eds.) *Leaders and legacies: Contributions to the profession of counseling*, 2003.

Sears and Davis (2003) stated that it is necessary for doctoral programs to prepare counselors for leadership in these areas. Advocacy also is presented as another essential dimension of leadership for doctoral level counselors. Doctoral level counselors need to not only be able to advocate for themselves and the individuals they serve, but also must advocate for the counseling profession in general. Sears and Davis stated that developing leaders with both a vision for the profession and the skills to carry out this vision through work with others is essential for the continued success of the profession. Additionally, these authors pointed out that although doctoral level counselor education programs should be developing these skills in their students, there is little evidence-based information about what those specific leadership and advocacy skills should be (Sears & Davis, 2003).

Leader Behavior

In 2006, Curtis and Sherlock cited the need for counselors in schools and community agencies to have leadership knowledge and skills, stating that although many counseling skills can be applied to leadership there are additional knowledge and skills necessary to be successful as leaders and administrators. The authors indicated that many counseling skills can be applied to leadership effectively, including skills of listening, empathy, awareness of differences, rapport building, group facilitation, goal setting, evaluation, and planning. However, these authors indicated that additional skills and knowledge are needed. Building upon research done on managerial leadership from other fields, the skills that they believe counselors need to develop include, but are not limited to: balancing task-oriented and relationship oriented behaviors; fair treatment of employees; understanding followers attitudes and abilities; creating performance standards; and, dealing with compensation. Although these authors incorporated research based evidence from leadership literature, they did not provide evidence to support how these knowledge and skills are being utilized by counseling leaders.

Most recently, Paradise, Cebellos, and Hall (2010) published an article discussing leadership and leader behavior in counseling. Leader behavior is cited as only ten percent of overall professional activity, and leader development is recognized as a topic that is rarely discussed in counseling. Although the emphasis on leadership appears to be minimal, the authors discussed specific needs for leadership in the areas of policy development, advocacy for the profession, school counseling, mental health counseling, and political advocacy. These authors maintained that the need to develop counselors as

leaders is clear, and that the question is how to help them build upon related counseling skills in order to become effective leaders (Paradise et al., 2010).

Paradise et al. further proposed that leadership theories and findings can be generalizable to leadership in counseling. Whereas they identified on-the-job training as the primary method that is used currently for leadership development, the authors argued that leadership should be included in academic training. They recommended that programs integrate classes on leadership, develop and implement a series of leadership workshops, offer in-service trainings and mentoring programs, and make strong connections to leadership networks in professional associations. These authors called for programs to incorporate leadership training in various ways into the curriculum in order to help counselors acquire skills and the knowledge of how to apply these skills to leadership roles and behaviors (Paradise et al., 2010).

Concurrently, Gibson, Dollarhide, and McCallum (2010) conducted an empirical investigation of leadership behavior. The study examined the experiences of six non-tenured professors of counselor education who were currently, or had recently, served in American Counseling Association leadership roles. The authors intended to develop an understanding of why these individuals had taken on leadership roles in ACA when this element of service is often the least rewarded in the tenure process. Interviews were conducted and the transcripts were analyzed through open coding followed by axial coding to make connections between the categories (Gibson, Dollarhide, & McCallum, 2010).

Seven themes emerged from this research which addressed why the professors had taken on leadership roles and some of the challenges in serving in these positions. These themes and their meanings are presented in Table 4:

Table 4

Taking on Leadership Roles in the American Counseling Association

Theme 1: Influence & mentorship experienced in doctoral programs	Faculty in programs modeled the importance of service and leadership. Doctoral programs had expectations of service built into their programs
Theme 2: Identified for leadership and influence of ACA presidents	Approached/encouraged by current faculty, mentors, current presidents to take on leadership roles
Theme 3: Involvement in state & national counseling organizations	All leaders were involved in organizations prior to being elected into leadership roles. Indicated involvement should be a pre-requisite to leadership
Theme 4: Tenure and promotion	Challenge: Service not valued as much when seeking tenure & promotion
Theme 5: Challenges and supports	Service to the profession stated to be a priority in the lives of these leaders. Time, money and balance were stated as challenges while support was needed.
Theme 6: Reasons for national-level service	Need to demonstrate passion, commitment, and to have a voice in the profession.
Theme 7: Leadership and professionalism	No themes in definitions of leadership/professionalism. All reflected the importance of professionalism and leadership

Note. Adapted from “Nontenured assistant professors as American Counseling Association division presidents: The new look of leadership in counseling,” by D.M. Gibson, C.T. Dollarhide, and L.J. McCallum, 2010, *Journal of Counseling & Development*, 88, p. 285-292.

Overall, participants indicated that their decision to take on leadership roles was strongly influenced by their doctoral programs and their faculty. These findings support that emphasis on leadership is essential during the development of doctoral level

counselors in order to produce doctoral graduates who are willing, prepared, and ready to take on leadership roles in the profession (Gibson et al., 2010)

Leadership KSPAs

Articles and book chapters such as those cited above have articulated the need for leadership in different areas of counseling, provided models for leadership in counseling, and offered insights into the need for leadership training in counselor education, specifically in doctoral programs. However, none of these scholarly works provide empirical evidence for the KSPAs that need to be developed in counselors to prepare them to serve effectively in leadership roles. Although no single study has been done that addresses all four aspects of leadership, results from those that have been done provide insight into some of the applicable KSPAs. The empirical research that has been conducted on leadership in counseling has been qualitative and examined how counselors believe they have developed into leadership roles (Magnuson, Wiloxon, & Norem, 2003), the experience of women leaders in counseling (Black & Manguson, 2005), beliefs and practices of leaders in counseling in stages of a leadership effort (West et al., 2006), and the motivation for nontenured assistant professors to serve in leadership roles (Gibson et al., 2010).

The first of these studies began with an investigation of how counselors believe they became leaders (Magnuson et al., 2003). The authors utilized sixty to ninety-minute qualitative interviews to examine the events and experiences that were identified as turning points on the participants' paths to leadership. Leadership was defined through professional accomplishments, experience and credentials (e.g., serving on boards,

receiving national awards, publishing ten or more articles or books). Participants had to have at least fifteen years of postgraduate professional experience and be licensed or certified. Ten (six women and four men) total leaders participated.

Four themes addressing how these counselors developed their leadership emerged from the interviews: These themes were: (a) personal attributes and values; (b) influence and support of family members and professional models; (c) serendipitous events; (d) seized opportunities. Individuals who cited personal attributes and values indicated that their leadership was part of who they are and existed prior to being trained as a counselor but that their values of commitment and desire to contribute were indicative of their leadership roles. The theme of family influence and support included having family members as models for the hard work, respect, love and commitment to service needed for leadership. Professional models also emerged as a theme, indicating the importance of influence and encouragement from professors and other professionals. Finally, the theme of seized opportunities and serendipitous events, which the authors summarized as a “form of developmental intention and opportunism,” was seen as a primary catalyst for involvement in leadership roles and experiences (Magnuson et al., 2003).

In addition, the authors identified three attributes as themes that emerged from the interviews: (a) professional passion; (b) professional identity; and (c) professional affiliation. Love for the profession, a strong identification as a counselor and involvement in professional organizations was often cited as reasons why individuals felt they had emerged as leaders in the field. These personal resources and sense of personal agency appear to have enabled interviewees to seize leadership opportunities. Finally, the authors

indicated that the importance of models and mentors as reflected in the results should be seen as implications of the importance for tenured professionals to encourage the development of future leaders (Magnuson et al., 2003).

In an attempt to more clearly understand the experience of women leaders in counseling, Black and Magnuson (2005) interviewed eight women who exemplified leadership in the field as a way to understand their experiences, actions, needs, and processes. The authors defined leadership as positional (i.e., leaders of people) and non-positional (i.e., leaders of ideas), and utilized both types of leaders in their study. Analyses of interviews with eight leaders, two of each of the leaders' protégés, and contributions documented in the leaders' vitae were all used as sources for data collection. In order to assure validity, authors utilized member checking during the interviews and a process of submitting transcripts and codes to each leader for verification.

Results that emerged from this study were categorized into three domains with two sub-classifications. These are shown in Table 5.

Table 5

Leader Attributes and Behaviors

Personal	Authentic (e.g. Credible, trustworthy, decisive, confident, ethical)
	Passionate/Tenacious (e.g. Energetic, invested, committed, persistent)
Interpersonal	Compassionate (e.g. Generous, gracious, validating, caring, approachable)
	Empowering (e.g. Encouraging, reciprocal, advocate, inspirational)
Professional	Visionary (e.g. Flexible, optimistic, persuasive, evaluative, generative)
	Intentional (e.g. Purposeful, notable, assertive, goal-directed, poised)

Note. Adapted from “Women of spirit: Leaders in the counseling profession,” by L.L. Black and S. Magnuson, 2005, *Journal of Counseling & Development*, 83, p. 337 – 342.

Additionally, these women spoke of their professional and leadership development. They identified having a role model in their family, the importance of education, having support, utilizing feedback, and seizing opportunities as essential in their development. These leaders were described by themselves and by their protégés as spirited, intelligent, focused on the greater good, courageous, flexible, and committed . Finally, these women understood and described leadership as a shared, dynamic activity dedicated to fulfilling a vision or mission rather than power or a skill set (Black & Magnuson).

These two qualitative studies provide some of the first research-based insights into leadership in the counseling profession. Behaviors and attributes that emerged from these two studies (Black & Magnuson, 2005; Magnuson et al., 2003) could be the first empirical evidence of the KSPAs that may be essential for leadership roles in the profession. Although a strength of both of these studies is the depth to which they investigated the concept of leadership, both studies have similar weaknesses. With only a total N of 18, these studies present the lived experiences of only a small number of leaders in the field. Qualitative analyses tend to be subjective and vulnerable to

researcher bias, both of which are weaknesses of these studies. Therefore, it is important to attempt to understand leadership in counseling through a more objective methodology.

West, Bubenzer, Osborn, Paez, and Desmond (2006) investigated the beliefs and practices of leaders in counseling in different stages of a leadership. Leaders of professional counseling organizations responded to a Q-sort to identify those beliefs and behaviors that are important when in a leadership role. Items on the list were generated through interviews with individuals who had been identified as knowledgeable about the topic. Participants were asked to rank order thirty-nine statements according to three phases of leadership: (a) the beginning phase (when work is getting started); (b) the middle phase (when work is progressing); (c) the ending phase (when work is coming to a close).

Results of factor analyses resulted in three groupings or factors in the beginning stage, four in the middle phase, and three in the ending phase. These are demonstrated in Table 6.

Table 6

Leadership Factors Identified in Three Phases of Leadership

Beginning Phase	Factor 1: Anticipating and Awakening Communal Vision
	Factor 2: Promoting a Spirit of Community to Construct a Vision
	Factor 3: Concern with Congruence of Personal and Professional Beliefs
Middle Phase	Factor 1: Understanding Frustrations and Seeking Possibilities
	Factor 2: Communicating the Vision by Understanding Commonalities, Resources, and External Pressures
	Factor 3: Working alongside others
	Factor 4: Sensitivity and Cautiously Developing the Vision That is Attractive to People
Ending Phase	Factor 1: Celebrating Actions that Result in the Greatest Good
	Factor 2: Ensuring Continuity by Communicating the Vision
	Factor 3: Considering “What Have We Learned?”

Note. Adapted from “Leadership in professional counseling: Beliefs and practices,” by J.D. West, D. L. Bubenzer, C. J. Osborn, S.B. Paez, and K.J. Desmond, 2006, *Counselor Education and Supervision*, 46, p. 2-16.

West et al. suggested different ways that leaders can utilize this knowledge and implement the practices. Additionally, they indicated that these results can be utilized to develop leadership readiness in counseling students through implementing some of these practices during their counselor education programs. Although this research was not intended to develop a “best practices of leadership,” results provide the first quantitatively supported indication of the knowledge, skills and attributes that may be essential for leadership roles in counseling (West et al., 2006). Additionally, this research reinforces the need to begin training for leadership roles while counselors are in their doctoral programs.

Knowledge, Skills, Practices and Attributes: Research Integrated

Knowledge, skills, practices and attributes have been identified in the counseling research on leadership. Models that have been developed in other professions, when combined with the counseling literature on leadership, can be utilized as a foundation for examining the KSPAs that may also be essential for a leader in the counseling profession. Identifying where this research converges and how it may be integrated to study KSPAs for doctoral level leadership roles is essential prior to moving to the next step in leadership research for the profession of counseling.

One of the challenges of identifying the KSPAs that are important or essential for leadership is that there is likely to be significant overlap between the knowledge, skills, practices and attributes that may be identified. Knowledge is described as something that is learned and known, not an action or behavior. Skills describe what leaders do, specifically how they accomplish tasks. Practices can be understood as actions and behaviors that make up an individual's usual pattern of behavior. Finally, attributes are traits or characteristics of an individual's personality. Although these are not always clearly identified in the literature by name, it is possible to categorize that which is reported into these aspects.

Knowledge

An integration of the counseling research with the FRLT, Skills & Competency Models, and Trait Theory results in an extensive list of different kinds of knowledge that a leader may need to have. Types of knowledge that were mentioned by more than one

source were *Business Acumen* (Katz, 1955; Kirkpatrick & Lock, 1991; Lombardo & Eichinger, 2009; Mumford, et al., 2000), *Understanding of followers* (Bass & Avolio, 1999; Curtis & Sherlock, 2006; Katz, 1955; Mumford et al., 2000a; Mumford et al., 2000b; West et al., 2006), *Professional History* (CACREP, 2009; CSI, 1999; West et al., 2003), *Current Events* (CACREP, 2009; CSI, 1999; Lombardo & Eichinger, 2009; West et al., 2003; West et al., 2006), and *Multicultural Competency* (Campbell, 200; CACREP, 2009; Curtis & Sherlock, 2006).

Very little has been identified in the counseling literature as to what specific knowledge is essential for a leader in counseling. Additional knowledge that has not been mentioned by more than one author but appears in the counseling literature is important for consideration of counseling leadership KSPAs. In the CACREP Standards it is stated that doctoral level counselors are expected to have knowledge of: (a) leadership theory theories, skills and models (b) an understanding of advocacy models, and (c) knowledge about leadership roles and strategies for responding to crises. However, what specifically these are is not identified. Chi Sigma Iota Principles and Practices state that a leader should have the knowledge of: (a) his or her specific philosophy of leadership, (b) knowledge of the magnitude of commitment of leadership role. Additionally, Sears and Davis (2003) indicated that leaders should have advanced knowledge about: (a) professional counseling, (b) how to conduct research, (c) writing/publishing, (d) teaching and supervision, and (e) advocacy.

Skills

An integration of the leadership and counseling literature produces a long list of skills that may be important for a leader to acquire. Skills that emerged two times or more were: *Verbal Communication Skills* (Bass & Avolio, 1999; Curtis & Sherlock, 2006; Lombardo & Eichinger, 2009; Wright & Taylor, 1981(a,b), 1985; Mumford et al., 2007; West et al., 2003), *Written Communication Skills* (Lombardo & Eichinger, 2009; Sears & Davis, 2003), *Ability to Develop and Articulate a Vision* (Bass & Avolio, 1999; Campbell, 2004; CSI, 1999; West et al., 2003; West et al., 2006), *Problem-Solving Skills* (Lombardo & Eichinger, 2009; Mumford et al, 2000), *Ability to Work with Others/Delegation* (Bass & Avolio, 1999; CSI, 1999; Lombardo & Eichinger, 2009; Katz, 1955), *Decision-Making Skills* (CSI, 1999; Lombardo & Eichinger, 2009), *Group Facilitation Skills* (Curtis & Sherlock, 2006; West et al., 2003). Some of these skills seem to be closely related to counseling skills (e.g. Group Facilitation), while others may be additional skills that counselors would need to develop (e.g. Delegation).

Skills appear to be the least developed aspect of leadership in the counseling literature. Additional skills that were not mentioned by more than one author but were identified in the counseling literature are important for consideration of leadership KSPAs that are specific to counseling. CACREP combines skills and practices in accreditation standards, but it appears that what is identified as necessary for training are actually practices (CACREP, 2009). Curtis and Sherlock (2006) identified specific counseling skills that can be utilized in leadership such as listening, empathy, rapport building, and goal setting. Although they identified additional practices for managerial

roles, these authors did not build identify additional skills that might be necessary for leadership in counseling. Finally, Sears and Davis (2003) stated that leaders in the counseling profession need to have advanced counseling skills as well as advocacy skills.

Practices

Integrating the practices that emerged from the counseling literature with those of Trait Theory, FRLT, Skills and Competency Models results in an extensive list of practices that may be important for leaders to demonstrate. Practices that were identified in more than one piece of literature were: *Seek and Utilize feedback* (Black & Magnuson, 2005; CSI, 1999; West et al., 2003), *Establishing & Maintaining Vision, Tone & Direction of Organization* (Bass & Avolio, 1999; Campbell, 2004; CSI, 1999; Lombardo & Eichinger, 2009; West et al., 2003; West et al., 2006), *Empowering Others* (Bass & Avolio, 1999; Campbell, 2004; CSI, 1999; Lombardo & Eichinger, 2009; West et al., 2003; West et al., 2006), *Developing and Encouraging Innovation* (Bass & Avolio, 1999; Campbell, 2004, Lombardo & Eichinger) *Celebrating Successes* (Bass & Avolio, 1999; CSI, 1999; West et al., 2003; West et al., 2003; West et al., 2006), *Being Ethical* (Bass & Avolio, 1999; CACREP, 2009; CSI, 1999; West et al., 2003), *Developing and Maintaining Relationships* (Campbell, 2004; Curtis & Sherlock, 2006; Lombardo & Eichinger, 2009; West et al., 2003; West et al., 2006), *Seizing Opportunities* (Black & Magnuson, 2005; Magnuson et al., 2003) and *Creating and Having Personal Balance* (Campbell, 2004; Lombardo & Eichinger, 2009). These nine practices may be indicative of the patterns of behavior that followers must see in leaders in order to consider them effective.

Practices that may be unique for a leader in counseling have been identified in the counseling literature. CSI (1999) identifies leadership practices that included: (a) preservation and respectful treatment of material and human resources; (b) mentoring; (c) acceptance of a leadership position for purposes of service vs. reward, (d) utilizing collaboration and cooperation; (e) acting to impact the organization before, during and after time in office, (d) implementing policies and practices for financial responsibility, (e) maintenance of records of service. Although most of what emerged from the research done by Black and Magnuson (2005) were attributes, they did identify intentionally as being important practices for leaders in the field. Action is one of the dimensions of leadership noted by Sears and Davis (2003) and appears to be a very general leadership practice. More specifically, Sears and Davis identified two additional leadership practices: (a) conducting and publishing research that expands counseling knowledge, and (b) stimulating development of students through teaching/supervision. Finally, Magnuson et al. (2003) identified involvement in professional organizations as an important leadership practice.

Attributes

Although attributes may not be as ‘teachable’ as the other aspects of leadership, it is essential to be able to identify and enhance specific attributes in a leader.

Attributes are clearly identified by Trait Theory. However, FRLT and the counseling research also provide insight into what attributes may be essential for a leader to have.

Attributes that emerged more than once in the literature include: *Extraversion* (Judge et al., 2002; Lord et al., 1986), *Inspirational/ Motivational* (Avolio & Bass, 1999; Black &

Magnuson, 2005; Campbell, 2002; Lombardo & Eichinger, 2009; Magnuson et al., 2003; Mumford et al, 2000), *Empowering* (Avolio & Bass, 1999; Black & Magnuson, 2005), *Open* (Judge et al., 2002; Lombardo & Eichinger, 2009; Mumford, et al., 2000; Wright & Taylor, 1981(a,b), 1985; Mumford et al., 2007), *Committed* (Bass & Avolio, 1999; Black & Magnuson, 2005; Magnuson et al, 2003; Mumford et al, 2000; Wright & Taylor, 1981(a,b), 1985; Mumford et al., 2007), *Leadership Motivation* (Kirkpatrick & Lock, 1991; Lombardo & Eichinger, 2009; Mumford et al., 2000a; Mumford et al., 2000b; Wright & Taylor, 1981(a,b), 1985; Mumford et al., 2007), *Credible* (Black & Magnuson, 2005; Campbell, 2002; Lombardo & Eichinger, 2009; Kirkpatrick & Lock, 1991), *Compassionate/Caring* (Bass & Avolio, 1999; Black & Magnuson, 2005; Lombardo & Eichinger, 2009; West et al., 2006), *Visionary* (Black & Magnuson, 2005; CSI, 1999; Lombardo & Eichinger, 2009; Sears & Davis, 2003; West, Osborn, & Bubenzer, 2003) and *Self-aware* (Alimo-Metcalfe, 1999; Black & Magnuson, 2005; Lombardo & Eichinger, 2009). These attributes may begin to describe the general personality characteristics that an effective leader should possess.

The counseling literature identifies very few additional attributes that are specific to leadership in counseling. Magnuson et al. (2003) indicated that strong counselor identification was an important trait for leaders in the field. Black and Magnuson (2005) identified multiple attributes of leaders in counseling, specifically: (a) authenticity, (b) passionate, and (c) intentional. Finally, West et al. (2006) identified two additional traits: (a) congruence and (b) sensitivity.

Necessary KSPAs for Leadership Roles in Counseling

Although a number of KSPAs can be identified through integrating the counseling literature with leadership theory, it is still unclear what KSPAs are necessary for leadership roles in counseling. The preparation of counselors for leadership roles requires an understanding of which KSPAs are needed for these roles. The experience of current and past leaders in the profession can be utilized to develop a consensus about which KSPAs are essential for leadership roles, and therefore what should be trained in counseling programs. This is an important step in building a foundation on which to base leadership development, because without a consensus about what is necessary for leadership roles it is impossible to adequately prepare counselors to assume these positions. Common KSPAs from the business and counseling literature and KSPAs that are unique to the counseling literature can provide a first step in establishing consensus about the KSPAs which are necessary for leadership roles in counseling.

CHAPTER III

METHODOLOGY

The CACREP Standards document leadership as an essential part of counselor development in doctoral programs. Together, CACREP Standards and CSI Principles and Practices indicate the importance of leadership in the profession and provide a foundation for teaching leadership knowledge and skills. However, there does not yet seem to be a consensus in the profession about what specific knowledge, skills, practices and attributes (KSPAs) are necessary for leaders in counseling. Consequently, it is difficult for counselor education programs to prepare doctoral students for leadership roles adequately and intentionally. In order to better prepare doctoral level counselors to take on leadership roles, it is necessary to understand what KSPAs are needed for leadership roles in the profession of counseling. The purpose of this study is to develop expert consensus of the KSPAs that are necessary for doctoral-level leadership roles through the utilization of the Delphi Methodology.

The Delphi Methodology

The Delphi Methodology is a model of data collection that utilizes a series of questionnaires in rounds in order to gain a consensus on the given problem from a panel of “experts” (Linstone & Turoff, 2002; Powell, 2003). The Delphi method has been described as a way to structure group communication into a process that allows the

individuals to deal with a complex problem as a whole, providing expert perceptions and judgments, with relative anonymity (Doughty, 2009; Linstone & Turoff, 2002, Powell, 2003; Vasquez-Ramos, Leahy, & Hernandez, 2007). The population and sample is described as a panel of experts when utilizing the Delphi technique (Doughty, 2009; Linstone & Turoff, 2002; Powell, 2003; Vasquez-Ramos et al., 2007). The definition of what qualifies as an expert is left to the discretion of the researcher; however, the strength of the study depends on the combined expertise of those individuals who make up the panel (Doughty, 2009; Powell, 2003). Individuals who make up the expert panel are chosen because they have worked in the appropriate area and are seen as credible experts to the target audience (Powell, 2003).

Although there is no one “right” way to conduct a Delphi Study, generally participants agree to respond to a series of questionnaires that can involve anywhere from three to five rounds, although more than three rounds have not been shown to gain significant new information (Powell, 2003; Vasquez-Ramos et al., 2007). In order to create a questionnaire for developing consensus, researchers may utilize previous research findings or the panel may respond to open-ended questions about the research topic and answers are combined with existing research. The panel is asked to respond to the questionnaire, most often utilizing a likert-scale or rank order response system. For subsequent rounds, the researcher provides the panel with measures of central tendency and dispersion. Each member of the panel is then given the opportunity to revise his/her answer based on awareness of the overall responses of the expert panel. Although there is no one general way that consensus is established, prior to beginning the study the

researcher(s) define how consensus will be reached. Based on the pre-established definition, items are thrown out which do not meet consensus after all rounds of the study are complete. In this way, a group consensus may be reached for the topic under investigation (Powell, 2003; Vasquez-Ramos et al., 2007).

The Delphi methodology is best suited for the current investigation as it allows the researcher to build upon previous research done in the field of counseling and other professions, in order to generate an expert consensus of the KSPAs that are essential for leadership roles in counseling. The Delphi method originated as a series of paper and pencil surveys (Linstone & Turoff, 2002) and today can be completed in hard copy or via web-based methods (Doughty, 2009; Linstone & Turoff, 2002, Milsom & Dietz, 2009; Powell, 2003, Vasquez-Ramos et al., 2007). Due to the ability to structure and organize group communication electronically, this method allows the current researcher to bring together individuals from a variety of counseling roles who are living in various geographic locations, making it difficult or impossible to meet face-to-face (Doughty, 2009; Linstone & Turoff, 2002; Milsom & Dietz, 2009; Powell, 2003; Stone, Fish, & Busby, 2005; Vasquez-Ramos et al., 2007).

In the current investigation, a national panel of counseling experts will utilize their experience in leadership roles to develop a consensus. The current study will consist of two phases. Phase 1 will consist of an online brainstorming session, the results of which will be combined with current research to develop the questionnaire for Phase 2. Phase 2 will consist of 3 rounds of questionnaire completion, resulting in a list of items developed

by consensus which the expert panel perceives as the necessary KSPAs for a doctoral level leader in the field of counseling

Research Questions

This study is designed to address the following research questions:

Research Question 1: What knowledge do counselors identify as necessary for leadership roles in counseling?

Research Question 2: What skills do counselors identify as necessary for leadership roles in counseling?

Research Question 3: What practices do counselors identify as necessary for leadership roles in counseling?

Research Question 4: What attributes do counselors identify as necessary for leadership roles in counseling?

Research Question 5: Of the knowledge, skills, practices and attributes that are identified as necessary, what are the ten most necessary for leadership roles in counseling?

Hypotheses were not developed or specified in advance due to the inability to predict how a group of experts will come to consensus.

Population and Sample

The desired population to be studied can be broadly stated as professional counselors, counselor educators, and counseling students who are currently serving or have served in leadership roles in the United States. This study will focus specifically on positional

leadership, as this is specifically what the CACREP Standards indicate doctoral programs should be preparing students for leadership (CACREP, 2009). Criterion-based sampling will be used in order to select participants based on specific criteria to control for unnecessary variance in the sample and to identify individuals that are likely to have lived experiences of leadership in the counseling profession (Powell, 2003). In order to establish a panel of experts who represent the various roles of the counselor, criterion will identify individuals with in degrees in counseling who have been nominated as experts in counseling leadership by present positional leaders (e.g. individuals serving in leadership roles for national, regional and state counseling organizations, community and university organizations, editorial review boards, licensure boards). Although it may be more difficult to identify students who have had experience as leaders, examples of leadership roles are: CSI leadership positions, graduate representatives for regional and national organizations, and departmental leadership roles.

Data Collection and Analysis of Data Procedures

This study consisted of two phases. Phase 1 (the pilot study) was an online brainstorming session that was utilized to develop additional KSPAs for the questionnaire that will be utilized in Phase 2. Phase 2 consisted of first gathering leadership expert nominates and than three rounds of data collection and analyses.

Phase 1: Pilot Study

The first phase involved an exploration of the “problem” during which individuals were given the opportunity to contribute their opinions and feelings about the issue (Linstone & Turoff, 2002). This phase can be completed through open-ended questionnaires or a discussion group (Linstone & Turoff, 2002; Powell, 2003). An online discussion group with a small number of representative experts from the larger panel was utilized in the current study to allow the counseling experts to brainstorm KSPAs together (Linstone & Turoff, 2002). This phase can be passed over if there is already enough current research to develop the questionnaire without additional input (Linstone & Turoff, 2002; Powell, 2002). However, a dearth of information about KSPAs that are specific to leadership in counseling made this phase necessary for this study.

Sampling Procedure. The first round, conducted as the pilot study, was utilized as a brainstorming session for a representative group of eight to ten individuals from the expert panel to provide their opinions and thoughts about the essential KSPAs for leadership in the field. This number is based on recommendations made by Kress and Shoffner (2007) to include eight to twelve participants in focus groups. The individuals were chosen based on a representative sample of individuals that fit the criterion for the expert panel. Of the twenty-six participants invited to participate, eight leaders from the counseling field agreed to participate in the pilot study. One participant had to cancel the day of the study.

Participants. Seven individuals participated in Phase 1. Participants were selected because they have held or currently hold leadership positions in counseling organizations,

counseling centers, and/or editorial boards for at least six months. All participants had earned doctoral degrees in counselor education or were currently enrolled in counselor education doctoral programs. Additional demographic information can be found in Table 7.

Table 7

Pilot Study Demographic Data

Characteristics	Value	Percentage
Gender		
Male	1	14.29%
Female	6	85.71%
Age		
20-29	1	14.29%
30-39	4	57.14%
40-49	2	28.57%
Ethnicity		
Caucasian	7	100%
Work Role		
Professional Counselor	2	28.57%
Counselor Educator	3	42.86%
Doctoral Student	2	28.57%
Years Experience in Leadership Roles		
6 mos – 1 yr	2	28.57%
1 – 5 yrs	1	14.29%
6 – 10 yrs	3	42.86%
11 – 15 yrs	1	14.29%
N = 7		

Procedures and Data Analyses. A request to complete the study was approved by the Institutional Review Board at The University of North Carolina at Greensboro.

Participants were recruited via email. Emails were obtained from organization/program websites. Emails were obtained from organizational websites. Individuals were emailed

with a description of the study and a request for participation. The recruitment email can be found in Appendix A. If the individual agreed to participate in Phase 1 they were asked to complete and return the Consent Form (Appendix B) and the Demographic Questionnaire (Appendix C). They were informed that they would receive an email shortly in order to set the date and time for the online meeting. Participants were given a \$15 gift certificate in appreciation for their participation in the study after completion of Phase One.

Participants attended a single one-hour online brainstorming session held via the online meeting website DimDim. DimDim is an online meeting website that includes several web-based tools including two-way video conferencing, two-way audio conferencing, document sharing, instant messaging, and desktop sharing. In addition, DimDim includes a whiteboard tool that allows the meeting facilitator to take notes or draw diagrams during the meeting time. For purposes of this pilot study, two of these features were utilized: instant messaging and the whiteboard tool. The facilitator utilized the whiteboard tool to provide participants the research questions and definitions of knowledge, skills, practices and attributes. The definitions that were provided to participants are in Table 8. The facilitator and the participants utilized the instant messaging tool to conduct the discussion. Through instant messenger, participants were able to chat with the facilitator and other participants.

Table 8

Category Definitions of Knowledge, Skills, Practices, and Attributes

Knowledge	Specific information learned from experience or education/study
Skills	What leaders do and how they accomplish tasks
Practices	Process of carrying out an idea in one's usual pattern of action
Attributes	Specific characteristics and traits associated with leadership

Brainstorming Session. During the one-hour brainstorming session, the primary researcher facilitated discussion between participants, beginning with an outline of the meeting's agenda and an overview of the research study. Participants utilized self-chosen pseudonyms to conceal identities and maintain confidentiality in the online meeting. Discussion centered around participants' perceptions of essential knowledge, attributes, skills, and practices, respectively. As the participants brainstormed, the primary researcher listed the KSPAs identified during the discussion on the whiteboard for all participants to see. An attempt was made to spend equal amounts of time on each aspect of leadership (i.e. 10 minutes). The brainstorming session concluded after one hour of discussion, with an open invitation for participants to email further ideas or questions to the researcher.

Data analyses. A transcript of the brainstorming session was used for content analysis. During brainstorming, overlap occurred among the categories. Individuals did not only share knowledge, skills, practices or attributes during the time specifically set

aside for that specific dimension. The researcher utilized the definitions of knowledge, skills, practices and attributes to organize the responses into four separate lists under each of the four categories. The researcher created a list of key words of the knowledge, skills, practices and attributes discussed. Each statement that was made by each participant was reduced to keywords and added to the list. Although multiple people may have mentioned a specific knowledge, skill, practice or attribute, each was only included in the appropriate list once. Additional responses sent via email would have been added to this list. However, no responses were sent.

Results. A separate list was created by the researcher for each of the dimensions based on the KSPA definitions. The number of items that emerged for each dimension ranged from twelve to thirty-one. Results are presented in Table 9 and are not presented in a specific order.

Table 9

Results: Phase One

Knowledge	Skills	Practices	Attributes
1. ethics	1. communication	1. use of humor	1. openness
2. group dynamics	2. decision-making	2. self-reflection	2. flexible
3. organizational knowledge	3. assertiveness	3. communicating the vision	3. hard-working
4. professional	4. advocacy	4. encouraging individuals	4. patient
	5. consensus building		5. self-motivating

organizational history 5. leadership philosophy 6. content expertise 7. knowledge of the membership qualities 8. how to motivate 9. knowledge about resources and support 10. current events 11. knowledge of self, personal strengths and weaknesses 12. how to get buy in from	6. goal setting 7. priority identification 8. delegation 9. active listening 10. negotiating 11. paraphrasing 12. summarizing 13. collaboration 14. critical thinking 15. time management 16. problem- solving 17. written communication 18. public speaking 19. staying cool under pressure 20. mentoring 21. team-building 22. organizational	5. giving feedback 6. addressing the issues in a respectful way 7. being respectful of others time 8. consistency 9. admission of mistakes 10. checking in with team members 11. remaining engaged in the process 12. self-care/work life balance 13. seeking feedback 14. Assuming responsibility for decision-making 15. transparency 16. engaging in formulate evaluation 17. modeling/leading by example	6. willingness to take risks 7. mobile 8. responsive 9. visionary 10. honest 11. genuine 12. decisive 13. passionate/ compassionate 14. persevering 15. altruistic 16. empowering 17. high self- esteem, organized 18. self- reflective 19. ethical 20. trusting 21. assertive 22. collaborative
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stakeholders	skills	18. consensus building	23. independent
	23. ability to see the “big picture” 24. meeting facilitation	19. allowing the mission and vision to guide practice 20. celebrating successes 21. appreciation/reco gnition/gratitude 22. keeping others engaged in the process 23. “lighting a fire” 24. “not passing the buck” 25. taking responsibility	24. dependable 25. creative 26. inspirational 27. modest 28. grounded 29. planful 30. strategic 31. intentional

Limitations. The researcher provided the definitions of the dimensions one at a time to focus participants’ attention. Overlap between the dimensions occurred during the brainstorming, with participants providing items that by definition would have fit alternate dimensions. For example, individuals identified several skills when prompted for knowledge. Providing all four definitions prior to beginning the brainstorming session may have alleviated this overlap. Additionally, it was expected that the group would take

approximately ten minutes to discuss each of the four aspects of leadership: knowledge, skills, practices and attributes. It was originally expected that the session would proceed in that order. However, the order was changed to fit the flow of the conversation and what emerged through the brainstorming. Therefore, practices was discussed last and had less time devoted to it than the others. Finally, all of the participants identified as Caucasian. This could have resulted in skewed results based on race/ethnicity or racial identity. It will be important to remain aware of this possible bias in the data during the full-study.

Discussion. During Phase 1, participants identified KSPAs that were similar and different from what exists in the current research. The expert discussion proved very valuable in developing KSPAs that may be unique to leadership in counseling. Many of items identified by the participants were not already found in the research were. This indicates that there are KSPAs that may be necessary for leadership roles in counseling that do not already appear in the literature. However, additional items were also identified in the literature were not mentioned by the participants. All of the items that were developed by the participants were included in the questionnaire along with any additional items from the literature.

Questionnaire Development

The Delphi model allows researchers to utilize previous research and theory to build the questionnaires (Linstone & Turoff, 2002; Powell, 2003, Vasquez-Ramos et al., 2007). A list of common (those stated by multiple authors) KSPAs identified in the leadership theories (Trait, Skill, and FRLT) and the counselor literature addressing leadership was

created and combined with the results of the online meeting. Due to the overlap between dimensions during the brainstorming session, it was decided that all key words would be aggregated into a single list. One list was created of all the key words, without distinguishing between dimensions. The 92 items from the brainstorming session were reduced to 77 items by removing items that were the same or similar. These were then combined with 28 additional items from the research, resulting in 105 total items. The questionnaire utilized a likert scale of 1 (not important at all) to 7 (extremely important) for the analysis of the KSPAs. The questionnaire can be found in Appendix D.

Phase 2: Main Study

The first step in the main study was to identify expert leaders. Data collection for the main study included three rounds of data collection. Between each round, the researcher analyzed the data and determined central tendency and dispersion. The questionnaire included this data for Rounds 2 and 3.

Sampling Procedure. The size of the panel for Phase 2 is left to the discretion of the researcher. The size of expert panels of studies done utilizing the Delphi has varied based on the scope of the investigation (Powell, 2003). Although expert panels have been as small as 10 members (Powell, 2002), Clayton (1997) recommended 15-30 participants for a study with a heterogeneous sample such as this one. Therefore, the current study aimed for a panel of at least 20 experts to gain consensus.

The strength of the study relies on the knowledge and experience of the expert group (Powell, 2002). To create the list of possible participants for this expert panel, the researcher emailed current leaders in the field (Appendix E) and asked them to nominate

three individuals they believed to be experts in counseling leadership. Over 50 responses were received nominating leaders. In addition, individuals nominated as emerging leaders in the field for the ACES 2009 Conference were emailed and invited to participate in the study. Due to the possible high level of attrition, which varies from 26% to 70% over three rounds in recent counseling studies conducted utilizing this method, (Dimmitt, Carey, McGannon, & Henningson, 2005; Doughtry, 2009; Dressel, Consoli, Kim, & Atkinson, 2007 ;Mellin & Pertuit, 2009, Milsom & Dietz, 2009; Powell, 2003; Stone, Fish, & Busby, 2005; Vasquez-Ramos, Leahy, & Hernandez, 2007), all individuals nominated as experts by the current leaders were contacted to request their participation in the study. In addition, individuals nominated as emerging leaders in the field for the ACES 2009 Conference were emailed and invited to participate in the study resulting in 151 possible expert leaders. Emails for the experts were obtained from counseling organization (e.g. ACES, ACA) and department websites.

Data Collection. Data collection occurred in three separate rounds over the period of two months.

Round 1. The first round of data collection was utilized to establish preliminary importance measures for each item (Vasquez-Ramos et al., 2007). During round one, the structured questionnaire was placed on an online survey tool (Qualtrics). Emails for individuals that were nominated were obtained from organizational websites. One hundred and fifty-one individuals were contacted via an email that included an invite to participate, a description of the study, the primary researcher's contact information and the website on which they may access the questionnaire (Appendix F). The questionnaire

asked individuals to provide an email address. Emails were sent after each round that included the participant's responses from the previous round and directions to participate in the subsequent round. People who completed all rounds of Phase 2 were entered into a drawing for one of two fifty-dollar gift cards.

The questionnaire remained available for two weeks and a follow-up reminder email was sent after one week. Participants received the informed consent form (Appendix G) via email were instructed that the completion of the questionnaire would indicate their consent to participate in the study and were asked to provide demographic data in Section One. Sections two of the questionnaire asked participants to identify how important each item is for leadership roles in counseling. A likert-scale ranging from 1 (not necessary at all) to 7 (extremely necessary) was provided for each item.

Round 2. Within one week after the Round 1 questionnaire was no longer available, the 48 participants who responded to Round 1 received an individual email with their responses to the first round questionnaire and directions on how to access and complete the questionnaire for Round 2 (Appendix H). The questionnaire remained available for two weeks and a follow-up reminder email was sent after one week. Participants were instructed that the completion of the questionnaire (Appendix I) would indicate their consent to participate in the study. The questionnaire again asked participants to provide an email address for the subsequent round. The questionnaire had the same demographic items and the KSPA questionnaire consisted of only the items for which consensus was not reached during Round 1 (26 items total in Section 2). Each item included the median IQR results from Round 1. Directions for the questionnaire defined the median IQR. The

researcher asked participants to re-rate each item, taking into account the measures of central tendency and dispersion provided as well as their previous responses. In the directions for completion, the researcher asked participants to provide their reasoning if they should choose a rating that is different from the median. An open-ended format for statement of reasoning was included for each item.

Round 3. Round 3 followed the same basic procedures as Round 2. Prior to Round 3, the 24 participants who responded to Round 2 received an email (Appendix J) with their responses to Round 2 and directions on how to access and complete the questionnaire for Round 3. The questionnaire remained available for two weeks and a follow-up reminder email was sent after one week (Appendix K). During the third round, questionnaires only consisted of the items for which consensus was not reached during the second round. The questionnaire again included the same descriptive statistics as in the previous round. Items also included the rationale for not coming to consensus that was provided by participants in Round 2. All participants were given the opportunity to re-rate and comment on why they chose their rating of these items, regardless of whether or not they had chosen to rate with the average. In this way, both perspectives will be provided in the final discussion of why consensus was not reached for certain items.

In Round 3, a list of 70 items that had been identified as very necessary (a consensus rating of 7) was provided. None of the items from Round 3 were included in this list, as none had either consensus or a median of 7. Participants were asked to choose the twenty most necessary for leadership roles in counseling. Participants were asked to choose twenty items in order to hopefully come to a 90% agreement on at least half of the items

chosen by the participants. Items that had already been determined as not important by consensus in Round 2 were not included. The questionnaire did not allow participants to choose more than twenty items total.

Data Analysis. The analysis of the questionnaire items established if consensus was reached of the perceived necessity of the items. Between each round, the median, mode and the Interquartile Range was calculated. Median indicates where the middle of the distribution is and is chosen because it is less sensitive to extreme scores. The median is the score that divides the distribution exactly in half. To calculate the IQR, the distribution is divided into four equal parts utilizing quartiles. The IQR is defined as distance between the first and third quartile, providing a measure of dispersion that describes the middle 50% of the scores and is not influenced by extreme scores (Gravetter & Wallnau, 2000). Only items with an IQR of greater than 1.0 were included in Rounds 2 and 3. The descriptive statistics and measures of dispersion for each item were reported to the expert panel in Rounds 2 and 3 next to each questionnaire item.

Common guidelines suggest retaining only items with an IQR of 1.5 or less (Jenkins & Smith, 1994; Stone, Fish & Busby, 2005). Guidelines for identifying the importance of items utilizing the Delphi methodology indicates that only items that receive a consensus median rating of 6 or higher (on a 1-7 scale) should be kept (Jenkins & Smith, 1994; Stone, Fish & Busby, 2005). Therefore, a conservative a IQR of 1.0 or less will be indicative of consensus being reached (indicating consensus). Given that all of the items on the questionnaire had already been established as important in previous research or during Phase 1, a conservative median score of 7 (indicating high necessity) was needed

items to be included in the final list of necessary KSPAs. This indicated a consensus agreement of a high level of importance for the item. Items that were not included in the final list of important KSPAs due to low importance or an inability to reach consensus may be reviewed in the discussion.

In order to determine the ten most necessary of the KSPAs participants were asked to choose the ten most essential KSPAs. The list provided did not include items that had been established through consensus as having low necessity (less than a 7) in Round 2. Responses were analyzed to determine the percentage of participants who chose each item. A final list of KSPAs that are necessary for leadership roles in counseling was created that included items that were chosen by 90% or more of the participants.

CHAPTER IV

RESULTS

The purpose of this Delphi study was to answer five research questions:

Research Question 1: What knowledge do doctoral level counselors identify as necessary for leadership roles in counseling?

Research Question 2: What skills do doctoral level counselors identify as necessary for leadership roles in counseling?

Research Question 3: What practices do doctoral level counselors identify as necessary for leadership roles in counseling?

Research Question 4: What attributes do doctoral level counselors identify as necessary for leadership roles in counseling?

Research Question 5: Of the knowledge, skills, practices and attributes that are identified as necessary, what are the ten most necessary for leadership roles in counseling?

This chapter will be divided into three sections. The first sections will present the results of Delphi Round 1, in which counselor educators completed a questionnaire asking them to evaluate the necessity of KSPA items for leadership roles in counseling. The second section will present the results of Delphi Round 2, in which the experts were asked to re-evaluate their responses to items that consensus was not reached ($IQR > 1.0$) given the median and IQR for each item calculated from Round 1. Participants were asked to provide their justification for their rating if they rated the item as anything other

than the median score from Round 1. Finally, section three will present the results from Delphi Round 3, in which the experts were again asked to re-evaluate their responses to items that consensus was not reached given the median and IQR for each item calculated from Round 1 and the comments from Round 2. Participants were asked to provide their justification for their rating regardless of whether or not they rated the item as anything other than the median score from Round 1. To address Research Question 5, participants were presented with the 70 items that had been established as very necessary (Median = 7, IQR \leq 1.0) and were asked to choose the 20 items that they believed to be the most necessary for leadership roles. Participants were asked to choose 20 in an attempt to reach consensus about 10 top items (90% choosing the item). These results will also be provided in the third section.

Delphi Round One Results

Delphi I round addressed the Research Questions 1-4: What knowledge (1), skills (2), practices (3) and attributes (4), do doctoral level counselors identify as necessary for leadership roles in counseling? A Likert-scale questionnaire (Appendix D) was developed and sent to counselors identified as expert leaders in the field by current leaders of counseling organizations. The questionnaire included items addressing knowledge, skills, practices, and attributes developed from current research in counseling and business/organizational psychology literature as well as the brainstorming session in Phase I (Refer to Chapter 3). Participants received emails explaining their nomination as

an expert in leadership and providing the link for this online questionnaire (Appendix F) and the Consent to Participate Form (Appendix G).

Response Rate

Of the 151 individuals nominated as experts in leadership, the researcher was unable to find email contact information for 2 of the experts. Of the 149 emails sent, 9 emails were returned as undeliverable. Of the 140 emails sent to experts, 50 individuals participated in Round 1. Two of these individuals started the questionnaire but did not complete it and were not included in the response rate (N=48, Response rate = 35.7%).

Round One Demographics

Not all participants completed all demographic questions, resulting in varied Ns for each demographic question.

Gender. All forty-eight (100%) expert leaders completed the gender question. Of the 48, 21 (43.75%) were male and 27 (56.25%) were female (Table 10).

Table 10

Round 1 - Gender

Gender	Frequency	Percentage
Male	21	43.75%
Female	27	56.25%
N=48		

Age. Forty (83.3%) of the expert leaders completed the question of their age. Of the 40, 1 (2.5%) was between the ages of 20 and 29, 8 (20%) were between the ages of 30

and 39, 12 (30%) were between the ages of 40 and 49, 10 (25%) were between the ages of 50 and 59, 7 (17.5%) were between the ages of 60 and 69, 1 (2.5%) was between the ages of 70 and 79, and 1 (2.5%) was between the ages of 80 and 89 (Table 11).

Table 11

Round 1 - Age

Age	Frequency	Percentage
20-29	1	2.5%
30-39	8	20%
40-49	12	30%
50-59	10	25%
60-69	7	17.5%
70-79	1	2.5%
80-89	1	2.5%
N=40		

Ethnicity. Forty-eight (100%) experts responded to the question addressing ethnicity. Of the 48 experts, 40 (83.3%) responded as Caucasian/ White, 2 (4.2%) responded as Multiracial, and 2 (4.2%) responded as Other, 1 (2.1%) self-reported as Asian American/Pacific Islander, 1 (2.1%) responded as American Indian, 1 (2.1%) responded as African American/ Black, , 1 (2.1%) responded as Hispanic/ Latino(a) (Table 12). Participants who responded other were provided with space to clarify if they chose to. One individual clarified with Irish American.

Table 12

Round 1 - Ethnicity

Ethnicity	Frequency	Percentage
Asian American/ Pacific Islander	1	2.1%
American Indian	1	2.1%
African American/ Black	1	2.1%
Caucasian/ White	40	83.3%
Hispanic/ Latino(a)	1	2.1%
Multiracial	2	4.2%
Other	2	4.2%

N=48

Note. Other response = Irish American (1)

Description of Work Role. Forty-eight (100%) experts responded to the question addressing their primary work role. Respondents were allowed to indicate more than one role. When asked to respond to what best described the role in which they worked, 31 (64.6%) indicated Counselor Educator, 12 (25%) indicated Other, 6 (12.5%) indicated Professional Counselor, and 4 (8.3%) indicated Doctoral Student. Participants could choose more than one work role. Participants were given the option to clarify if they chose Other. Responses in the Other category included Private Practice (1), Retired (4), Project Director (1), School Counselor (1), University Administrator (1), Counselor Administrator (1), and Agency Director (1) (Table 13).

Table 13

Round 1 - Description of Work Role

Work Role	Frequency	Percentage
Professional Counselor	6	12.5%
Counselor Educator	31	64.6%
Doctoral Student	4	8.3%
Other	12	25%

N=48

Note. Other responses = Private Practice, Retired (4), Project Director, School Counselor, University Administrator, Counselor Administrator, Consultant, Agency Director

Counseling Track. Forty-eight (100%) experts responded to the question addressing their counseling track. Of the 48 respondents, 22 (45.83%) chose Community Agency/ Clinical Mental Health, 12 (25%) chose School, 10 (20.83%) chose Other ,5 (10.42%) chose College/ Student Development, 3 (6.25%) chose Couple and Family, and 2 (4.2%) chose Addiction/ Substance Abuse. Participants could choose more than one counseling track. Participants were given the option to clarify their Other response. Responses in the Other category included Career (6), Counselor Education & Supervision (1), CA/CMHC & Couple/Family (1), Play/Child Therapy (1), Private Practice/Trauma (1) (Table 14).

Table 14

Round 1 - Counseling Track

Counseling Track	Frequency	Percentage
Community Agency/ Clinical Mental Health	22	45.83%
School	12	25%
College/ Student Development	5	10.42%
Couple and Family	3	6.25%
Addiction/ Substance Abuse	2	4.2%
Other	10	20.83%

N=48

Note. Other response = Career (6), Counselor Education & Supervision, CA/CMHC & Couple/Family, Play/Child Therapy, Private Practice/Trauma

Number of Leadership Positions Held. Forty-three (89.6%) of the experts responded to the question of how many leadership positions they had held. This question was an open, free response question and has been aggregated into categories. Of the 43, one indicated the question was unclear and will therefore not be calculated into the total count. Therefore, of the 42, 26 (61.9%) replied between 1 and 10, 6 (14.29%) replied between 11 and 20, 9 (21.43%) replied greater than 20, and 1 (2.38%) replied Other. Participants were given the option to clarify their Other response. In addition to the response of unclear, the response in the other category was Many (Table 15).

Table 15

Round 1 - Number of Leadership Positions Held

Positions	Frequency	Percentage
1-10	26	61.9%
11-20	6	14.29%
>20	9	21.43%
Other	1	2.38%

N=43

Note. Other response = Many

Years Experience Serving in Leadership Roles. 48 (100%) of the participants responded to the question addressing how many years of experience they had serving in leadership roles. Of the 48, 4 (8.33%) indicated between 1 and 5, 7 (14.58%) indicated between 6 and 10, 13 (27.08%) indicated between 11 and 15, 6 (12.5%) indicated between 15 and 20, and 18 (37.5%) indicated more than 20 years (Table 16).

Table 16

Round 1 - Years Experience Serving in Leadership Roles

Years	Frequency	Percentage
1-5	4	8.33%
6-10	7	14.58%
11-15	13	27.08%
16-20	6	12.5%
>20	18	37.5%

N=48

Licensure. Forty-eight (100%) of the participants responded to the question of what professional licenses they hold. This was an open response question and when asked to

state what licenses they have, participants were allowed to respond with more than one license. Of the 48 participants, 36 (75%) are licensed professional counselors, 26 (54.17%) are Nationally Certified Counselors, (22.92%) are licensed supervisors, 5 (10.42%) are Licensed School Counselors, and 23 (47.92%) reported other types of licensure (Table 17).

Table 17

Round 1 - Common Licenses Held

License	Frequency	Percentage
Licensed Professional Counselor	36	75%
Licensed Supervisor	11	22.92%
Nationally Certified Counselor	26	54.17%
Licensed School Counselor	5	10.42%
Other	23	47.92%
N=48		

Highest Degree Held. Forty-Eight (100%) of participants responded to the question addressing the highest degree held. Of the 48, 8 (20%) indicated their highest degree was a Masters and 40 (80%) indicated that they hold a Doctorate (Table 18).

Table 18

Round 1 - Highest Degree Held

Degree	Frequency	Percentage
Masters	8	16.67%
Doctorate	40	83.33%
N=48		

Round One Questionnaire Results

The Delphi Round 1 Questionnaire included 105 items addressing the knowledge, skills, practices, and attributes that may be necessary for leadership roles in counseling (See Appendix D). The questionnaire asked participants to indicate the necessity of each KSPA item on a Likert Scale of 1 (not necessary) to 7 (very necessary). Results were compiled into a descriptive analysis table that includes the mean, median and interquartile range (IQR). The median and IQR were utilized to indicate the level of agreement and consensus for each item. The mean provided a representative value of the necessity of each item according to the expert panel. The median indicates the score that is at the 50th percentile and is utilized because it is not affected by extreme scores. The median is the most appropriate for Delphi studies because of the tendency to have skewed data (Jenkins & Smith, 1994; Stone, Fish & Busby, 2005). Therefore, in the current study only items with a median score of 7, which indicates that the item is very necessary for leadership roles, are included in the final list of necessary knowledge, skills, practices and attributes. The IQR is calculated as an indication of the variability of the scores and is utilized to establish consensus. To calculate the IQR, the distribution is divided into four equal parts utilizing quartiles. The IQR is defined as distance between the first and third quartile, providing a measure of dispersion that describes the middle 50% of the scores and is not influenced by extreme scores (Gravetter & Wallnau, 2000). In the current study, scores of 1.0 or less indicate high consensus. Items that have an IQR of 1.0 or less have reached consensus and therefore were not included in the following round.

Items with a median score of 7 and an IQR of 1.0 or less were included in the final list of necessary knowledge, skills, practices and attributes.

All 48 (100%) of participants responded to the KSPAs Questionnaire. Mean scores for the items varied between 4.5 and 6.85. Median scores varied between 5 and 7. No items received a median score lower than 5. IQR scores varied between 0 and 3.5.

Of the 105 items, consensus (IQR \leq 1.0) was reached for 78 items. Of the 78 items for which consensus was reached, 2 items had a median score of 5. These items were Business acumen and Modesty. Nine items had a median score of 6. These items were: Awareness of available resources and Support, Knowledge of current events, Assertiveness, Group facilitation skills, Use of humor, Self-care/ work life balance, Acting to impact the organization before, during and after time in office, Intentionality, and Compassion (Table 19). These 11 items were not included in Round 2 or in the list of necessary KSPAs as expert consensus already indicated lower necessity of these eleven items.

Of the 78 items for which consensus was reached, 67 items had a median rating of 7 and were included in the final list of necessary KSPAs. One item was removed due to repetition (Consensus building), resulting in 66 total items. Examples of these items include: How to get buy-in from stakeholders, Delegation, Self-reflection, Transparency, Keeping others engaged in the process, and Developing and maintaining relationships. Table 19 presents the mean, median, and IQR for each item in the questionnaire. This information is provided in the same order as was presented to the participants in the questionnaire (Table 19). One item was removed due to repetition (Consensus building).

Table 19

Round 1 - Mean, Median and IQR for Knowledge, Skills, Practices, and Attributes Survey Responses

Please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling	Mean	Median	IQR
Organization Knowledge	6.45	7	1
Knowledge of professional history	6.02	6	2
Having a leadership philosophy	6.02	6	1.5
Knowledge of the membership	6.40	7	1.25
How to motivate people	6.4	7	1
Awareness of available resources and Support	6.4	6	1
Knowledge of current events	6.32	6	1
Self-awareness	6.74	7	.07
How to get buy-in from stakeholders	6.62	7	1
Business acumen	5.21	5	1
Knowledge of leadership theory, skills, and models	5.00	5	2.25
Ability to advocate	6.52	7	1
Strategies for response to crises	6.02	6	1.25
Understanding the magnitude of commitment to leadership role	6.11	7	2
Conducting research	4.53	5	2.25
Writing and publishing	4.79	5	2.5
Teaching and supervision	4.84	5	3.5
Multicultural competency	6.49	7	1
Verbal communication skills	6.80	7	0
Decision making skills	6.85	7	0
Assertiveness	6.33	6	1
Consensus building	6.72	7	0
Goal setting	6.57	7	1
Priority identification	6.46	7	1
Delegation	6.54	7	1
Active listening skills	6.76	7	0
Negotiation skills	6.59	7	1
Paraphrasing skills	5.91	6	2
Collaboration	6.72	7	0
Critical thinking skills	6.67	7	1
Time management skills	6.59	7	1

Note. Continued onto next page.

Table 19 (Cont.)

Round 1 - Mean, Median and IQR for Knowledge, Skills, Practices, and Attributes Survey Responses

Please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling	Mean	Median	IQR
Time management skills	6.59	7	1
Problem solving skills	6.70	7	.65
Written communication skills	6.39	7	1
Public speaking skills	6.35	7	1
Staying cool under pressure	6.52	7	1
Mentoring	6.07	6	2
Team building	6.42	7	1
Organizational skills	6.42	7	1
Ability to see the "big picture"	6.67	7	0
Meeting facilitation	6.42	7	1
Empathy	6.29	7	1.75
Advanced counseling skills	5.47	6	2
Group facilitation skills	6.20	6	1
Use of humor	6.08	6	1
Self-reflection	6.56	7	1
Communicating the vision	6.55	7	.59
Encouraging individuals	6.7	7	1
Giving feedback	6.43	7	1
Addressing issues in a respectful way	6.72	7	.46
Being respectful of others time	6.60	7	1
Consistency	6.49	7	1
Admission of mistakes	6.55	7	1
Remaining engaged in the process	6.64	7	1
Self-care/ work life balance	6.19	6	1
Seeking and utilizing feedback	6.46	7	1
Assuming responsibility for decision-making	6.52	7	1
Transparency	6.30	7	1
Engaging in formative evaluation	6.0	6	1.5
Modeling/ leading by example	6.72	7	1
Consensus building	6.52	7	1
Allowing the mission and vision to guide practice	6.43	7	1

Note. Continued onto next page.

Table 19 (Cont.)

Round 1 - Mean, Median and IQR for Knowledge, Skills, Practices, and Attributes Survey Responses

Please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling	Mean	Median	IQR
Celebrating successes	6.46	7	.78
Appreciation/ recognition/ gratitude	6.61	7	.70
Keeping others engaged in the process	6.57	7	1
Establishing the vision, tone and direction of the organization	6.40	7	1
Empowering others	6.40	7	1
Developing and encouraging innovation	6.30	7	1
Developing and maintaining relationships	6.74	7	0
Seizing opportunities	6.51	7	1
Preservation and respectful treatment of followers	6.64	7	.52
Acceptance of leadership for positions for service vs. reward	6.02	6	2
Acting to impact the organization before, during and after time in office	6.15	6	1
Financial responsibility	6.42	7	1
Maintaining records of service	5.51	6	1.5
Intentionality	6.24	6	1
Stimulating development through teaching/ supervision	5.42	6	2
Sensitivity	6.18	6	1.5
Involvement in professional organizations	6.47	7	1
Openness	6.60	7	1
Flexibility	6.71	7	.64
Patience	6.60	7	1
Self-motivation	6.70	7	0
Willingness to take risks	6.24	6	1.25
Mobility	5.07	6	2.25
Responsiveness	6.49	7	1
Honesty	6.67	7	.50
Genuine/ authentic	6.76	7	0
Passion	6.63	7	1
Perseverance	6.74	7	.07

Note. Continued onto next page.

Table 19 (Cont.)

Round 1 - Mean, Median and IQR for Knowledge, Skills, Practices, and Attributes Survey Responses

Please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling	Mean	Median	IQR
Altruism	5.82	6	2.25
High self-esteem	5.74	6	2
Being ethical	6.85	7	0
Independence	6.00	6	2
Dependability	6.79	7	.41
Creativity	5.81	6	2
Being inspirational	6.02	6	2
Modesty	5.19	5	1
Being grounded	6.28	7	1
Being strategic	6.47	7	1
Extraversion	4.51	5	2
Compassion	6.11	6	1
Leadership motivation	6.34	7	1
Credibility	6.66	7	.50
Strong counselor identity	6.26	7	1.25
Congruence	6.60	7	1
N=48			

Delphi Round Two Results

Delphi Round 2 addressed the Research Questions 1-4: What knowledge (1), skills (2), practices (3) and attributes (4), do doctoral level counselors identify as necessary for leadership roles in counseling? for items that consensus was not reached in Round 1 (n=26). A Likert-scale questionnaire (Appendix I) was developed from the 26 items for which consensus was not reached and combined with the same demographic questions

from Round 1. In the questionnaire, each KSPA item also contained its median and IQR score from Round 1. The link to the questionnaire was sent to the 48 counselors who responded to Round 1 along with their individual responses from Round 1 with the Recruitment and Directions Email (Appendix H). Of the 48 Round 1 participants, 29 responded to Round 2 (Response Rate = 60.42%). This indicates a 39.58% attrition rate.

Round Two Demographics

Not all participants completed all demographic questions, resulting in varied Ns for each demographic question.

Gender. Twenty-nine (100%) participants completed the gender question. Of the 29, 12 (41.38%) were male and 17 (58.6%) were female (Table 20).

Table 20

Round 2 – Gender

Gender	Frequency	Percentage
Male	12	41.38%
Female	17	58.6%
N=29		

Age. Twenty-Three (79.31%) participants completed the question of their age. Of the 29, 1 (4.35%) was between the ages of 20 and 29, 6 (26.09%) were between the ages of 30 and 39, 7 (30.43%) were between the ages of 40 and 49, 3 (13.04%) were between the ages of 50 and 59, 4 (17.39%) were between the ages of 60 and 69, 1 (4.35%) was

between the ages of 70 and 79, and 1 (4.35%) was between the ages of 80 and 89 (Table 21).

Table 21

Round 2 - Age

Age	Frequency	Percentage
20-29	1	4.35%
30-39	6	26.09%
40-49	7	30.43%
50-59	3	13.04%
60-69	4	17.39%
70-79	1	4.35%
80-89	1	4.35%
N=23		

Ethnicity. Twenty-nine (100%) participants responded to the question addressing ethnicity. Of the 29 experts, 1 (3.45%) responded as 25 (86.21%) responded as Caucasian/ White, 2 (6.9%) responded as Multiracial, 1 (3.45%) responded as African American/ Black, Asian American/Pacific Islander, 0 (0%) responded as American Indian, 0 (0%) responded as Hispanic/ Latino(a), , and 0 (0%) responded as Other (Table 22).

Table 22

Round 2 - Ethnicity

Ethnicity	Frequency	Percentage
Asian American/ Pacific Islander	1	3.45%
American Indian	0	0%
African American/ Black	1	3.45%
Caucasian/ White	25	86.21%
Hispanic/ Latino(a)	0	0%
Multiracial	2	6.9%
Other	0	0%

N=29

Description of Work Role. Twenty-nine (100%) participants responded to the question addressing their primary work role. Respondents were allowed to indicate more than one role. When asked to respond to what best described the role in which they worked, 18 (62.06%) indicated Counselor Educator, 6 (20.69%) indicated Other, 4 (13.79%) indicated Professional Counselor, and 1 (3.45%) indicated Doctoral Student. Space was provided to clarify the Other response. Responses in the Other category included Retired (3), Administrator (1), Consultant (1), and Agency Director (1) (Table 23).

Table 23

Round 2 - Description of Work Role

Work Role	Frequency	Percentage
Professional Counselor	4	13.79%
Counselor Educator	18	62.06%
Doctoral Student	1	3.45%
Other	6	20.69%

N=29

Note. Other responses = Retired (3), Administrator, Consultant, Agency Director

Counseling Track. Twenty-eight (96.55%) experts responded to the question addressing their counseling track. Of the 28 respondents, 12 (42.86%) chose Community Agency/ Clinical Mental Health, 12 (42.86%) chose School, 2 (7.14%) chose College/ Student Development, 2 (7.14%) chose Couple and Family, 2 (7.14%) chose Other, and 1 (3.57%) chose Addiction/ Substance Abuse. Participants could indicate more than one track. Space was provided for participants to clarify their Other responses. Responses in the Other category included Career (2), Play/Child Therapy (Table 24).

Table 24

Round 2 - Counseling Track

Counseling Track	Frequency	Percentage
Community Agency/ Clinical Mental Health	12	42.86%
School	12	42.86%
College/ Student Development	2	7.14%
Couple and Family	2	7.14%
Addiction/ Substance Abuse	1	3.57%
Other	2	7.14%

N=28

Note. Other response = Career (2), Play/Child Therapy

Number of Leadership Positions Held. Twenty-six (89.66%) of the experts responded to the open ended question of how many leadership positions they had held. Responses were aggregated into categories. Of the 26, 16 (61.54%) replied between 1 and 10, 4 (15.38%) replied between 11 and 20, 5 (19.23%) replied greater than 20, and 1 (3.85%) replied Other. Space was provided to clarify Other responses. Response in the other category was Many (Table 25).

Table 25

Round 2 - Number of Leadership Positions Held

Positions	Frequency	Percentage
1-10	16	61.45%
11-20	4	15.38%
>20	5	19.23%
Other	1	3.85%

N=26

Note. Other response = many

Years Experience Serving in Leadership Roles. Twenty-nine (100%) of the participants responded to the question addressing how many years of experience they had serving in leadership roles. Of the 29, 3 (10.34%) indicated between 1 and 5, 6 (20.69%) indicated between 6 and 10, 5 (17.24%) indicated between 11 and 15, 5 (17.24%) indicated between 15 and 20, and 10 (34.48%) indicated more than 20 years (Table 26).

Table 26

Round 2 - Years Experience Serving in Leadership Roles

Years	Frequency	Percentage
1-5	3	10.34%
6-10	6	20.69%
11-15	5	17.24%
16-20	5	17.24%
>20	10	34.48%
N=29		

Licensure. Twenty-eight (96.55%) of the participants responded to the open ended question of what professional licenses they hold. When asked to state what licenses they have, participants were allowed to respond with more than one license. Of the 28 participants, 18 (64.29%) are Licensed Professional Counselors, 16 (57.14%) are Nationally Certified Counselors, 6 (21.43%) are Licensed School Counselors, 5 (17.86%) are Licensed Supervisors, and 13 (46.43%) reported with other types of licensure (Table 27).

Table 27

Round 2 - Common Licenses Held

License	Frequency	Percentage
Licensed Professional Counselor	18	64.29%
Licensed Supervisor	5	17.86%
Nationally Certified Counselor	16	57.14%
Licensed School Counselor	6	21.43%
Other	13	46.43%

N=28

Note. Respondents could provide more than one answer.

Highest Degree Held. Twenty-nine (100%) of participants responded to the question addressing the highest degree held. Of the 29, 6 (20.69%) indicated their highest degree was a Masters and 23 (79.31%) indicated that they hold a Doctorate (Table 28).

Table 28

Round 2 - Highest Degree Held

Degree	Frequency	Percentage
Masters	6	20.69%
Doctorate	23	79.31%

N=29

Round Two Questionnaire Results

The Delphi Round 2 Questionnaire included 26 items addressing the knowledge, skills, practices, and attributes that may be necessary for leadership roles in counseling. The questionnaire asked participants to review their previous responses and again indicate the necessity of each KSPA item on a Likert Scale of 1 (not necessary) to 7 (very

necessary). In addition, if they chose to rate the item different from the median score from Round 1, participants were asked to provide their justification for this rating. Results were compiled into a descriptive analysis table that includes the mean, median and interquartile range. All comments made by the participants can be found in Appendix L.

All 29 respondents completed the KSPAs questionnaire. Mean scores for the 26 items varied between 4.35 and 6.73. Median scores varied between 5 and 7. IQR scores varied between 0 and 3. Of the 26 items, consensus ($\text{IQR} \leq 1.0$) was reached for 16 items. One item was removed for repetition (Teaching and Supervision, Mean = 5, IQR = 1.25). Of the 16 items for which consensus was reached, 11 items had a median rating of 6. These items were Having a leadership philosophy, Strategies for response to crisis, Paraphrasing skills, Engaging in formative evaluation, Acceptance of leadership positions for service vs. reward, Maintaining records of service, Stimulating development through teaching/supervision, Sensitivity, Independence and Being inspirational. One item had a median rating of 6.5. This item was Mentoring. These 12 items were not included in the following round or in the list of necessary KSPAs due to the expert panel coming to consensus of a median rating lower than 7. Four items had a median rating of 7. These items were Knowledge of the membership, Understanding the magnitude of commitment to a leadership role, Empathy, Strong Counselor Identity and were included in the list of necessary KSPAs. The remaining 7 items for which consensus was not reached were included in Round 3. The mean, median, and IQR for each item in the questionnaire is provided in the same order as the questionnaire (Table 29).

Table 29

Round 2 - Mean, Median and IQR for Knowledge, Skills, Practices, and Attributes Survey Responses

Please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling	Mean	Median	IQR
Knowledge of professional history	5.62	6	2
Having a leadership philosophy	5.96	6	0
Knowledge of the membership	6.73	7	0
Knowledge of leadership theory, skills, and models	5.15	5	1.25
Strategies for response to crisis	5.77	6	0
Understanding the magnitude of commitment to a leadership role	6.62	7	1
Conducting research	4.35	5	2.25
Writing and publishing	4.54	5	3
Teaching and supervision	4.62	5	1.25
Paraphrasing skills	5.85	6	0
Mentoring	6.38	6.5	1
Empathy	6.54	7	1
Engaging in formative evaluation	5.96	6	0
Acceptance of leadership positions for service vs. reward	6.12	6	1
Maintaining records of service	5.54	6	1
Stimulating development through teaching/supervision	5.35	6	1
Sensitivity	6.12	6	.25
Willingness to take risks	6.04	6	1.25
Mobility	4.92	5	2
Altruism	5.73	6	1.25
High self-esteem	5.77	6	2
Independence	6.00	6	.5
Creativity	6.04	6	2
Being inspirational	6.08	6	1
Extraversion	4.62	5	1.25
Strong counselor identity	6.62	7	1

N=29

Delphi Round Three Results

Delphi Round 3 addressed the Research Questions 1-4: What knowledge (1), skills (2), practices (3) and attributes (4), do doctoral level counselors identify as necessary for leadership roles in counseling? For items that consensus was not reached in Round 2 and Research Question 5: Of the knowledge, skills, practices and attributes that are identified as necessary, what are the ten most necessary for leadership roles in counseling? A Likert-scale questionnaire (Appendix K) was developed from the 8 items for which consensus was not reached and combined with the demographic questions from Rounds 1 and 2. One item was removed due to repetition (Teaching and Supervision). Each KSPA item of the questionnaire also contained its median and IQR score from Round 2. The link to the questionnaire was sent to the 29 counselors who responded to Round 2 along with their individual responses from Round 1 and the Comments from Round 2 for the 7 items with the Recruitment and Directions Email (Appendix J). Of the 29 individuals who responded to Round 2, 24 responded to Round 3 (N= 24, Response Rate = 82.76%). This indicates a 17.24% attrition rate from Rounds 2 to 3 and a 50% attrition rate from Rounds 1 to 3.

Round Three Demographics

Not all participants completed all demographic questions, resulting in varied Ns for each demographic question.

Gender. Twenty-four (100%) participants completed the gender question. Of the 29, 10 (42%) were male and 14 (58%) were female (Table 30).

Table 30

Round 3 - Gender

Gender	Frequency	Percentage
Male	10	42%
Female	14	58%
N=24		

Age. Twenty-Three (95.83%) participants completed the question of their age. Of the 23, 0 (0%) were between the ages of 20 and 29, 5 (21.74%) were between the ages of 30 and 39, 7 (30.43%) were between the ages of 40 and 49, 4 (17.39%) were between the ages of 50 and 59, 6 (26.09%) were between the ages of 60 and 69, 1 (4.35%) was between the ages of 70 and 79, and 1 (4.35%) was between the ages of 80 and 89 (Table 31).

Table 31

Round 3 - Age

Age	Frequency	Percentage
20-29	0	0%
30-39	5	21.74%
40-49	7	30.44%
50-59	4	17.39%
60-69	6	26.09%
70-79	1	4.35%
80-89	0	0%
N=23		

Ethnicity. Twenty-three (95.83%) participants responded to the question addressing ethnicity. Of the 23 experts who responded to the question, 20 (86.96%) responded as

Caucasian/ White, 2 (8.7%) responded as Multiracial, 1 (4.35%) responded as African American/ Black, 0 (0%) responded as Asian American/Pacific Islander, 0 (0%) responded as American Indian, 0 (0%) responded as Hispanic/ Latino(a), and 0 (0%) responded as Other (Table 32).

Table 32

Round 3 - Ethnicity

Ethnicity	Frequency	Percentage
Asian American/ Pacific Islander	0	0%
American Indian	0	0%
African American/ Black	1	4.35%
Caucasian/ White	20	86.96%
Hispanic/ Latino(a)	0	0%
Multiracial	2	8.7%
Other	0	0%
N=23		

Description of Work Role. Twenty-four (100%) participants responded to the question addressing their primary work role. Respondents were allowed to indicate more than one role. When asked to respond to what best described the role in which they worked, 16 (66.67%) indicated Counselor Educator, 3 (12.5%) indicated Other, 6 (25%) indicated Professional Counselor, and 0 (0%) indicated Doctoral Student. Space was provided to clarify the Other response. Responses in the Other category included Retired (2) and Director of Non-profit Agency (1) (Table 33).

Table 33

Round 3 - Description of Work Role

Work Role	Frequency	Percentage
Professional Counselor	6	25%
Counselor Educator	16	66.67%
Doctoral Student	0	0%
Other	3	12.5%

N=24

Note. Other responses = Retired (2), Director of Nonprofit Agency

Counseling Track. Twenty-eight (96.55%) experts responded to the question addressing their counseling track. Of the 28 respondents, 12 (50%) chose Community Agency/ Clinical Mental Health, 9 (38%) chose School, 2 (8%) chose College/ Student Development, 3 (13%) chose Couple and Family, 2 (8%) chose Other, and 0 (0%) chose Addiction/ Substance Abuse. Participants could indicate more than one track. Space was provided for participants to clarify their Other responses. Responses in the Other category included Career (1) and Child & Play Therapy (1) (Table 34).

Table 34

Round 3 - Counseling Track

Counseling Track	Frequency	Percentage
Community Agency/ Clinical Mental Health	12	50%
School	9	38%
College/ Student Development	2	8%
Couple and Family	3	13%
Addiction/ Substance Abuse	0	0%
Other	2	8%

N=24

Note. Other response = Career (1), Child & Play Therapy (1)

Number of Leadership Positions Held. Twenty-two (91.67%) of the experts responded to the open ended question of how many leadership positions they had held. Responses were aggregated into categories. Of the 22, 11 (50%) replied between 1 and 10, 3 (13.64%) replied between 11 and 20, 8 (36.26%) replied greater than 20, and 0 (0%) replied Other (Table 35).

Table 35

Round 3 - Number of Leadership Positions Held

Positions	Frequency	Percentage
1-10	11	50%
11-20	3	13.64%
>20	8	36.36%
Other	0	0%

N=22

Years Experience Serving in Leadership Roles. Twenty-four (100%) of the participants responded to the question addressing how many years of experience they had

serving in leadership roles. Of the 24, 2 (8%) indicated between 1 and 5, 3 (13%) indicated between 6 and 10, 6 (25%) indicated between 11 and 15, 5 (21%) indicated between 15 and 20, and 8 (33%) indicated more than 20 years (Table 26).

Table 36

Round 3 - Years Experience Serving in Leadership Roles

Years	Frequency	Percentage
1-5	2	8%
6-10	3	13%
11-15	6	25%
16-20	5	21%
>20	8	33%
N=24		

Licensure. Twenty-three (95.83%) of the participants responded to the open-ended question of what professional licenses they hold. When asked to state what licenses they have, participants were allowed to respond with more than one license. Of the 23 participants, 17 (73.91%) are Licensed Professional Counselors, 9 (26.09%) are Nationally Certified Counselors, 4 (17.39%) are Licensed School Counselors, 6 (26.09%) are Licensed Supervisors, and 9 (39.13%) reported with other types of licensure (Table 27).

Table 37

Round 3 - Common Licenses Held

License	Frequency	Percentage
Licensed Professional Counselor	17	73.91%
Licensed Supervisor	6	26.09%
Nationally Certified Counselor	9	39.13%
Licensed School Counselor	4	17.39%
Other	9	39.13%

N=23

Note: Participants could reply with more than one license

Highest Degree Held. Twenty-four (100%) of participants responded to the question addressing the highest degree held. Of the 24, 4 (17%) indicated their highest degree was a Masters, 1 (4%) indicated Ed Specialist, and 19 (79%) indicated that they hold a Doctorate (Table 38).

Table 38

Round 3 - Highest Degree Held

Degree	Frequency	Percentage
Masters	4	17%
Ed Specialist	1	4%
Doctorate	19	79%

N=24

Round Three Questionnaire Results

The Delphi Round 3 Questionnaire included 7 items addressing the knowledge, skills, practices, and attributes that may be necessary for leadership roles in counseling. The questionnaire asked participants to review their previous responses and again indicate the

necessity of each KSPA item on a Likert Scale of 1 (not necessary) to 7 (very necessary). In addition, they were asked to provide their justification for this rating regardless of agreeing or disagreeing with the median rating. Results were compiled into a descriptive analysis table that includes the mean, median and interquartile range. All comments made by the participants can be found in Appendix M.

All 24 participants responded to the KSPA questionnaire. Mean scores for the 7 items varied between 4.36 and 5.83. Median scores varied between 4 and 6. IQR scores varied between 0 and 2. Of the 7 items, consensus (IQR \leq 1.0) was reached for 4 items. Of the 4 items for which consensus was reached, 3 items had a median rating of 6. These items were: Knowledge of professional history, Willingness to take risks and Altruism. One item had a median rating of 4. This item was Writing and Publishing. None of these items were included in the list of necessary KSPAs due to the expert panel coming to consensus of a median rating lower than 7. The expert panel failed to reach consensus on 3 items. These items were Conducting research, Knowledge of leadership theory, skills, and models and Extraversion (Table 39). None of the 7 items from Round 3 were included in the final list of very necessary KSPAs, as none had a median rating of 7.

Table 39

Round 3 - Mean, Median and IQR for Knowledge, Skills, Practices, and Attributes Survey Responses

Please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling	Mean	Median	IQR
Knowledge of professional history	5.70	6	1
Knowledge of leadership theory, skills and models	4.78	5	2
Conducting research	4.26	4	2
Writing and publishing	4.30	4	1
Willingness to take risks	5.83	6	0
Altruism	5.78	6	0
Extraversion	4.61	5	2
N=24			

All 24 (100%) experts responded to the question addressing the 20 most essential items for leadership roles in counseling. None of the items had a 90% rate of selection by the experts. However, 9 items were selected by more than 50% of the participants, which may provide some indication of relative ranking of the items. Of the 24 experts, eighteen (78%) selected Strong counselor identity. Fourteen (61%) selected Being ethical. Thirteen (57%) selected Empowering others. Thirteen (57%) selected Ability to see the big picture. Thirteen (57%) selected Modeling/Leading by example. Twelve (52%) selected Collaboration (52%). Twelve (52%) selected Knowledge of the membership. Twelve (52%) selected Genuine/authentic and twelve (52%) Being strategic (52%). All other items were selected by less than 50% of the experts. None of the 70 items had a 0% selection rate (Table 40).

Table 40

Round 3– Most Necessary Knowledge, Skills, Practices and Attributes

Please choose the 20 items which you believe are most necessary for leadership roles in counseling.	Response	%
Strong counselor identity	18	78%
Being ethical	14	61%
Empowering others	13	57%
Ability to see the "big picture"	13	57%
Modeling/ leading by example	13	57%
Collaboration	12	52%
Knowledge of the membership	12	52%
Genuine/ authentic	12	52%
Being strategic	12	52%
Flexibility	11	48%
Developing and maintaining relationships	11	48%
Team building	10	43%
Addressing issues in a respectful way	10	43%
Verbal communication skills	10	43%
Self-motivation	9	39%
Problem solving skills	9	39%
Involvement in professional organizations	9	39%
Dependability	9	39%
Staying cool under pressure	9	39%
Encouraging individuals	8	35%
Consensus building	8	35%
Honesty	8	35%
Communicating the vision	8	35%
Ability to advocate	7	30%
Self-awareness	7	30%
Decision making skills	7	30%
Passion	7	30%
Consensus building	7	30%
Preservation and respectful treatment of followers	7	30%
Goal setting	7	30%

Note: Continued on next page

Table 40

Round 3– Most Necessary Knowledge, Skills, Practices and Attributes

Please choose the 20 items which you believe are most necessary for leadership roles in counseling.	Response	%
Priority identification	7	30%
How to motivate people	7	30%
Delegation	6	26%
Understanding the magnitude of commitment to a leadership role	6	26%
Responsiveness	6	26%
Credibility	6	26%
Multicultural competency	6	26%
Keeping others engaged in the process	6	26%
Critical thinking skills	5	22%
Meeting facilitation	5	22%
Assuming responsibility for decision-making	5	22%
Establishing the vision, tone and direction of the organization	5	22%
Seeking and utilizing feedback	5	22%
Openness	5	22%
Patience	5	22%
Transparency	4	17%
Congruence	4	17%
Financial responsibility	4	17%
Being respectful of others time	4	17%
Organizational skills	4	17%
Consistency	4	17%
Public speaking skills	4	17%
Remaining engaged in the process	4	17%
Empathy	4	17%
Written communication skills	4	17%
Negotiation skills	4	17%
Active listening skills	4	17%

Note: Continued on next page

Table 40

Round 3– Most Necessary Knowledge, Skills, Practices and Attributes

Please choose the 20 items which you believe are most necessary for leadership roles in counseling.	Response	%
Developing and encouraging innovation	3	13%
Seizing opportunities	3	13%
Perseverance	3	13%
Allowing the mission and vision to guide practice	3	13%
Organization Knowledge	3	13%
Appreciation/ recognition/ gratitude	3	13%
Being grounded	2	9%
How to get buy-in from stakeholders	2	9%
Self-reflection	2	9%
Giving feedback	2	9%
Time management skills	2	9%
Celebrating successes	1	4%
Admission of mistakes	1	4%
N=24		

Summary of Results

The original questionnaire contained 105 items. Of these 105 items, consensus agreement was reached on 98 (93.33%) items. Two items were removed due to repetition. Of the 98 (95.15%) items for which consensus was reached, 2 (2.04%) items had a median rating of 4, 2 (2.04%) had a median rating of 5, 23 (23.47%) had a median rating of 6, 1 (1.02%) item had a median rating of 6.5, and 70 had a median rating of 7 (71.43%). No items had a median rating below 4. Although none of the items reached the 90% agreement that was originally established as the cutoff for “most necessary”, 9 items did have 50% or higher agreement. Although these items cannot be considered the most

necessary KSPAs, they are notable as more than half of the expert panel did identify them as the most important. Therefore, additional investigation into the “most necessary” KSPAs is needed.

CHAPTER V

DISCUSSION AND IMPLICATIONS

Overview of the Study

The CACREP Standards document leadership as an essential part of counselor development in doctoral programs. Doctoral graduates are expected to be able to “assume positions of leadership in the profession and/or their area(s) of specialization” (CACREP, 2009). The Standards state that doctoral level counselors should be prepared to take on leadership roles in professional counseling, research, writing/publishing, and teaching/supervision through the development of leadership knowledge, skills and practices. CSI has developed Principles and Practices of Leadership that may be utilized as a guide for individuals in leadership roles. Together, CACREP Standards and CSI Principles and Practices indicate the importance of leadership in the profession and provide a foundation for teaching leadership knowledge and skills. However, there does not yet seem to be a consensus in the profession about what specific knowledge, skills, practices and attributes (KSPAs) are necessary for leaders in counseling. Consequently, it is likely difficult for counselor education programs to adequately and intentionally prepare their students for leadership roles. This difficulty may be reflected in a low emphasis on leadership development in programs (Zimpfer et al., 1999) and the small percentage of time that counselors spend in leadership activities (Paradise et al., 2010).

Leadership Research in Counseling

In order to better prepare doctoral level counselors to take on leadership roles, it is necessary to understand what KSPAs are needed for leadership roles in the profession of counseling. Counseling literature has identified the importance of leadership for the profession. West, Osborn, and Bubenzer (2003) described what they believe to be the dimensions of leadership for counseling but did not provide empirical evidence to support these dimensions. Similarly, Sears and Davis (2003) outlined the need for doctoral level counselors to be leaders in professional counseling, research, writing/publishing, teaching/supervision and advocacy but did not provide specifics or empirical support for their argument.

Results of the few empirical studies that have examined leadership in the profession can be used as a starting point for understanding what effective leadership looks like in counseling. Magnuson, Wilcoxon, and Norem (2003) investigated how counselors become leaders. Black and Magnuson's qualitative study (2005) described personal, interpersonal and professional attributes and skills that women in leadership possess. West et al. (2005) outlined the knowledge and skills that are needed for a successful leadership. Finally, Gibson, Dollarhide and McCallum (2010) investigated the leadership behavior of non-tenured counseling professors. All of these studies were conducted utilizing qualitative methodology. Themes of vision, advocacy, drive and person-centered style were evident in each of these studies. However, none of this research has produced a specific model or set of competencies to prepare counselors for leadership roles.

Theories of Leadership

Due to this dearth of empirical studies of leadership in the counseling profession, counselor educators must look to other professions to understand what is necessary to be successful in leadership roles. Business and industrial/organizational psychology are two fields that have investigated leadership thoroughly. While CACREP identified that counselors need specific leadership knowledge, skills and practices (KSPs); the business literature describes the different aspects of leadership as knowledge, skills, and attributes (KSAs). In order to develop a comprehensive understanding of leadership, all four aspects (KSPAs) were included in this study.

Leadership theories and models were utilized to identify the KSPAs that may be necessary for leadership in general. Three theories/models of leadership were chosen that each identified different aspects of leadership. The theories/models chosen were: Trait (attributes), Skills (skills & knowledge), and Full Range Leadership Theory (knowledge, skills, practices and attributes). Together they provide a comprehensive description of general KSPAs that may be applicable to leadership roles in counseling.

Trait theory explains leadership as a combination of innate traits that lead to successful leadership and is based on the idea that leaders must possess certain attributes in order to be successful in leadership positions (Bass, 1990; Judge, Illies, Bono & Gerhardt, 2002; Kirkpatrick & Locke, 1991). The Skills approach to leadership focuses on what leaders do in leadership roles and positions in order to be successful (Mumford et al., 2000; Northouse, 2004; Wright & Tayler, 1981, Wright & Tayler, 2007) and was further developed into leadership competency models. Leadership competency models

are based on the idea that effective leaders require a certain combination of knowledge, skills, and attributes for effective leadership (Cragg & Spurgeon, 2008; Garman, 2006; Hollenbeck, McCall, Silzer, 2006; Lombardo & Eichinger 2009; Scholtes, 1999; Tubbs & Schultz, 2006; Wimpfheimer, 2004). Bass and Avolio's (1994, 1997) Full Range Leadership Theory (FRLT), developed from earlier work by Bass (1985), integrated the moral and ethical orientation of a leader with leadership specific transformational and transactional leadership practices (Antonakis & House, 2002). KSPAs from these theories/models were combined with those identified in the counseling research on leadership to create a list of KSPAs based on previous research.

Methodology of the Study

The Delphi methodology was best suited for this investigation as it allowed the researcher to build upon previous research done in the field of counseling and in other professions to work towards a consensus of what experts in the field believe are the KSPAs that are necessary for leadership roles in counseling. The Delphi method allows the researcher to structure group communication so that individuals can deal with a complex problem as a whole and provide expert opinions with relative anonymity and electronically (Linstone & Turoff, 2002, Powell, 2003, Doughty, 2009; Vasquez-Ramos, Leahy, & Hernandez, 2007). This study utilized a panel of experts from across the United States, nominated by current leaders in the field, to develop a consensus about their assessment of what knowledge, skills, practices and attributes are necessary for a leader in the field of counseling.

The study involved two phases of research. The first phase consisted of an online-brainstorming session with 7 experts. They were asked to discuss what knowledge, skills, practices and attributes were essential for leadership roles in counseling. The brainstorming session lasted an hour and resulted in a list of over 100 items. The results of this discussion were combined with KSPAs derived from the counseling research and leadership theories to create a questionnaire that was utilized in Phase II.

Phase II consisted of three rounds. Round 1 asked experts to the necessity of each item on the questionnaire utilizing a Likert-type scale of 1 (not necessary) to 7 (very necessary). The mean, median and IQR were calculated for each item. Consensus was reached for an item if the IQR was 1.0 or less. The 27 items for which consensus was not reached were sent out in Round 2, each item including the median and IQR. Participants were asked to re-rate the items, keeping in mind their previous responses and the median/IQR provided. If participants chose to rate the item differently they were asked to provide justification for their choice. Finally, in Round 3 participants asked to again re-rate the 7 items for which consensus was not reached and provide the justification for their rating regardless of whether or not it was the same as the median. They were provided the median, IQR and comments from Round 2 for each item. In addition, participants were provided a list of the 70 items that had a consensus score of 7 (very necessary) and were asked to choose the 20 items they believed to be most necessary for leadership roles in counseling.

Summary of Findings

From the original 105 items, the expert panel came to consensus on all but 5 (4.85%) items. Two items were removed due to repetition. Of the 98 (95.15%) items for which consensus was reached, 70 had a consensus rating of 7 (71.43%), 23 (23.47%) had a consensus rating of 6, 1 (1.02%) item had a consensus rating of 6.5, 2 (2.04%) had a consensus rating of 5, and 2 (2.04%) items had a consensus rating of 4. No items had a rating below 4. The 70 items that were established as very important (Median = 7) can be found in Table 41. In addition, in an attempt to identify the 10 most necessary KSPAs for leadership roles in counseling, participants chose 20 of the 70 very necessary items they believed to be most important. Although none of the items reached the 90% agreement that was originally established as the cutoff for “most necessary”, 9 items did have 50% or higher agreement. Table 41 presents the 70 items identified as very necessary. Items are organized by the number of experts that identified the item as most necessary for leadership roles in counseling.

Table 41

Round 3– Final Results Summary of Items Identified as Very Necessary

Very Necessary KSPAs for Leadership Roles In Counseling	Median	IQR	Most Necessary Responses	%
Strong counselor identity	7	1	18	78%
Being ethical	7	0	14	61%
Empowering others	7	1	13	57%
Ability to see the "big picture"	7	0	13	57%
Modeling/ leading by example	7	1	13	57%
Collaboration	7	0	12	52%
Knowledge of the membership	7	0	12	52%
Genuine/ authentic	7	0	12	52%
Being strategic	7	1	12	52%
Flexibility	7	.64	11	48%
Developing and maintaining relationships	7	0	11	48%
Team building	7	1	10	43%
Addressing issues in a respectful way	7	.46	10	43%
Verbal communication skills	7	0	10	43%
Self-motivation	7	1	9	39%
Problem solving skills	7	.65	9	39%
Involvement in professional organizations	7	1	9	39%
Dependability	7	.41	9	39%
Staying cool under pressure	7	1	9	39%
Encouraging individuals	7	1	8	35%
Consensus building	7	0	8	35%
Honesty	7	.50	8	35%
Communicating the vision	7	.59	8	35%
Ability to advocate	7	1	7	30%
Self-awareness	7	.07	7	30%
Decision making skills	7	0	7	30%
Passion	7	1	7	30%
Consensus building	7	0	7	30%
Preservation and respectful treatment of followers	7	.52	7	30%
Goal setting	7	1	7	30%

Note: Continued on next page

Table 41

Round 3– Final Results Summary of Items Identified as Very Necessary

Very Necessary KSPAs for Leadership Roles In Counseling	Median	IQR	Most Necessary Responses	%
Priority identification	7	1	7	30%
How to motivate people	7	1	7	30%
Delegation	7	1	6	26%
Understanding the magnitude of commitment to a leadership role	7	1	6	26%
Responsiveness	7	1	6	26%
Credibility	7	.50	6	26%
Multicultural competency	7	1	6	26%
Keeping others engaged in the process	7	1	6	26%
Critical thinking skills	7	1	5	22%
Meeting facilitation	7	1	5	22%
Assuming responsibility for decision- making	7	1	5	22%
Establishing the vision, tone and direction of the organization	7	1	5	22%
Seeking and utilizing feedback	7	1	5	22%
Openness	7	1	5	22%
Patience	7	1	5	22%
Transparency	7	1	4	17%
Congruence	7	1	4	17%
Financial responsibility	7	1	4	17%
Being respectful of others time	7	1	4	17%
Organizational skills	7	1	4	17%
Consistency	7	1	4	17%
Public speaking skills	7	1	4	17%
Remaining engaged in the process	7	1	4	17%
Empathy	7	1	4	17%
Written communication skills	7	1	4	17%
Negotiation skills	7	1	4	17%
Active listening skills	7	0	4	17%
Developing and encouraging innovation	7	1	3	13%

Note: Continued on next page

Table 41

Round 3 – Final Results Summary of Items Identified as Very Necessary

Very Necessary KSPAs for Leadership Roles In Counseling	Median	IQR	Most Necessary Responses	%
Seizing opportunities	7	1	3	13%
Perseverance	7	.07	3	13%
Allowing the mission and vision to guide practice	7	1	3	13%
Organization Knowledge	7	1	3	13%
Appreciation/ recognition/ gratitude	7	.70	3	13%
Being grounded	7	1	2	9%
How to get buy-in from stakeholders	7	1	2	9%
Self-reflection	7	1	2	9%
Giving feedback	7	1	2	9%
Time management skills	7	1	2	9%
Celebrating successes	7	.78	1	4%
Admission of mistakes	7	1	1	4%

N = 24

Findings by Research Question

Five research questions were addressed. Four of these questions addressed leadership knowledge, skills, practices, and attributes. Utilizing the definitions of the four categories the researcher was able to categorize each of the items (*Knowledge*: Specific information learned from experience or education/study; *Skill*: What individuals do and how they accomplish tasks; *Practice*: Process of carrying out an idea in one's usual pattern of action; *Attribute*: specific characteristics and traits). Results of this study are discussed in the context of each research question below and represented in Figure 3.

Figure 3

Necessary Knowledge, Skills, Practices and Attributes

Practices	Knowledge
<ul style="list-style-type: none"> • Consensus building • Goal setting • Priority identification • Delegation • Collaboration • Staying cool under pressure • Team building • Meeting facilitation • Self-reflection • Communicating the vision • Encouraging individuals • Giving feedback • Addressing issues in a respectful way • Being respectful of others time • Admission of mistakes • Remaining engaged in the process • Seeking and utilizing feedback • Assuming responsibility for decision-making • Modeling/ leading by example • Allowing the mission and vision to guide practice • Celebrating successes • Appreciation/ recognition/ gratitude • Keeping others engaged in the process • Establishing the vision, tone and direction of the organization • Empowering others • Developing and encouraging innovation • Developing and maintaining relationships • Seizing opportunities • Preservation and respectful treatment of followers • Financial responsibility • Involvement in professional organizations • Being ethical • Being strategic 	<ul style="list-style-type: none"> • Organization Knowledge • How to motivate people • How to get buy-in from stakeholders • Multicultural competency
	Skills
	<ul style="list-style-type: none"> • Ability to advocate • Verbal communication skills • Decision making skills • Active listening skills • Negotiation skills • Critical thinking skills • Time management skills • Problem solving skills • Written communication skills • Public speaking skills • Organizational skills • Ability to see the "big picture" • Meeting facilitation

RQ 1: What knowledge do doctoral level counselors identify as necessary for leadership roles in counseling? The expert panel identified four items as very necessary that fit in the category of knowledge. These items are: 1) Organization Knowledge, 2) How to motivate people, 3) How to get buy-in from stakeholders, and 4) Multicultural competency (Figure 3). Of these items, multicultural competency was indicated in the business and the counseling literature as an important aspect of leadership (Campbell, 2004; CACREP, 2009; Curtis & Sherlock, 2006), indicating that this seems to be one area that is important across disciplines. Knowledge of how to motivate people appears as one of the transformational dimensions of FRLT and can again be seen as an area of discipline intersection, indicating that this theory may be applicable to leadership in the profession of counseling. Organizational knowledge and How to get buy in from stakeholders may be items that directly reflect the aim of this research, as the question addressed what is necessary for individuals in leadership *roles*. These items seem to be directly related to organizational/positional leadership and were items that originated in Phase 1 of the research. Developing an understanding of leadership theory, skills, and models is identified by CACREP as necessary for doctoral programs; however, participants in this study were unable to come to consensus on this item. This may indicate that there may be a discrepancy between what is needed in practice and what is supposed to be trained in counselor development. However, it may also be that leaders' beliefs about the origin of leadership ability, innate vs. learned, may influence whether or not individuals believe there is a need to understand leadership theory and models. Understanding that leadership is an area that can be developed in people may change

perspective and increase the need for the understanding of leadership theory, skills, and models.

RQ 2: What skills do doctoral level counselors identify as necessary for leadership roles in counseling? The expert panel identified twelve different skills as very necessary. These items are: 1) Ability to advocate, 2) Verbal communication skills, 3) Decision making skills, 4) Active listening skills, 5) Negotiation skills, 6) Critical thinking skills, 7) Time management skills, 8) Problem solving skills, 9) Written communication skills, 10) Public speaking skills, 11) Organizational skills, and 12) Ability to see the "big picture" (Figure 3). Most of these skills can be found in Leadership Competency Models as well as in the counseling literature, specifically verbal and written communication skills are mentioned across most models and research (Bass & Avolio, 1999; Curtis & Sherlock, 2006; Lombardo & Eichinger, 2009; Wright & Taylor, 1981 (a,b), 1985; Mumford et al., 2007; West et al., 2003). However, the ability to advocate is a skill that counselors feel is necessary for leadership roles in the field that is not often mentioned in Competency Models (CACREP, 2009; Sears & Davis, 2003; West et al., 2006; Black & Magnuson, 2003). This may be due to the essence of counseling itself and the importance of advocacy to the profession as a whole (e.g., Bemack, 2000; CACREP, 2009; Sears & Davis, 2003; West et al., 2003; West et al., 2006).

RQ 3: What practices do doctoral level counselors identify as necessary for leadership roles in counseling? The expert panel identified thirty-three practices as very necessary for leadership roles. The practices identified as necessary are: 1) Consensus building, 2) Goal setting, 3) Priority identification, 4) Delegation, 5) Collaboration, 6)

Staying cool under pressure, 7) Team building, 8) Meeting facilitation, 9) Self-reflection, 10) Communicating the vision, 11) Encouraging individuals, 12) Giving feedback, 13) Addressing issues in a respectful way, 14) Being respectful of others time, 15) Admission of mistakes, 16) Remaining engaged in the process, 17) Seeking and utilizing feedback, 18) Assuming responsibility for decision-making, 19) Modeling/ leading by example, 20) Allowing the mission and vision to guide practice, 21) Celebrating successes, 22) Appreciation/ recognition/ gratitude, 23) Keeping others engaged in the process, 24) Establishing the vision, tone and direction of the organization, 25) Empowering others, 26) Developing and encouraging innovation, 27) Developing and maintaining relationships, 28) Seizing opportunities, 29) Preservation and respectful treatment of followers, 30) Financial responsibility, 31) Involvement in professional organizations, 32) Being strategic, and 33) Being ethical (Figure 3). All nine of the items identified as important through the counseling and business/psychology (theories and competency models) literature also were indicated as very necessary by the participants in this study (Bass & Avolio, 1999; Black & Magnuson, 2005; Campbell, 2004; CSI, 1999; Lombardo & Eichinger, 2009; Magnuson et al., 2003; West et al., 2006; West et al., 2003). In addition, most of these practices are not only found in competency models but directly reflect the practice of Transformational Leadership (Bass & Avolio, 1999). It appears that this FRLT aligns closely with the way that counselors believe leadership should be practiced, focusing on ethical practices, the empowerment of followers, leading by example, and the importance of respect, vision, and appreciation.

In addition, there were items that participants indicated as very necessary that were also found directly in the counseling literature. These items included financial responsibility (CSI, 1999) and involvement in professional organizations (Magnuson et al., 2003). Although mentoring was not specifically identified as one of the most necessary practices of leadership, items such as encouraging individuals and modeling may be indicative of the importance of the mentoring behaviors that were indicated in the counseling literature as important (CSI, 1999; Black & Magnuson, 2005; Gibson et al., 2010). Additionally, there were practices that emerged that seem to be unique to counseling that were not found previously in the literature. These included admission of mistakes, collaboration, consensus building, and being respectful of others time. These items may be indicative of a collective, power dead-even type of leadership model that may be primarily utilized by counselors in leadership roles.

RQ 4: What attributes do doctoral level counselors identify as necessary for leadership roles in counseling? The expert panel identified fifteen items that were categorized as attributes. These included: 1) Self-awareness, 2) Consistency, 3) Transparency, 4) Openness, 5) Flexibility, 6) Patience, 7) Self-motivation, 8) Responsiveness, 9) Honesty, 10) Genuine/ authentic, 11) Passion, 12) Perseverance, 13) Dependability, 14) Being grounded, and 15) Leadership motivation (Figure 3). These 15 attributes indicate that there is some consensus that there are specific traits that are necessary for leadership roles, consistent with the Trait Theory of leadership. Items that can be found in the primarily in trait theory and competency model literature were openness (Judge et al., 2002; Lombardo & Eichinger, 2009; Mumford, et al., 2000;

Mumford et al., 2007; Wright & Taylor, 1981 (a,b), 1985), Leadership motivation (Kirkpatrick & Lock, 1991, Lombardo & Eichinger, 2009; Mumford, et al., 2000; Mumford et al., 2007; Wright & Taylor, 1981 (a,b), 1985). Self-awareness is an attribute that transcends counseling and the business literature (Alimo-Metcalfe, 1999; Black & Magnuson, 2005; Lombardo & Eichinger, 2009). Many of the attributes identified as necessary in this research had not been found previously and may be unique to leadership in counseling. These included transparency, flexibility, patience, responsiveness, being grounded, dependability and perseverance. Many of these items again reflect what may be understood as a more collective model of leadership, focusing less on hierarchy and power than is often evident in the business literature but has been established as important in the counseling literature (Black & Magnuson, 2005).

RQ 5: Of the knowledge, skills, practices and attributes that are identified as necessary, what are the ten most necessary for leadership roles in counseling? None of the 70 items for which a consensus median rating of 7 was reached had a 90% or higher agreement rating for KSPAs that were most necessary. However, 9 items did have an agreement rate of 50% or higher. These items were: Strong counselor identity (78%), Being ethical (61%), Empowering others (57%), Ability to see the “big picture” (57%), Modeling/leading by example (57%), Collaboration (52%), Knowledge of the membership (52%), Genuine/authentic (52%), and Being strategic (52%). In addition, two items had a 48% agreement, Flexibility and Developing and maintaining relationships (Figure 3). Although these items cannot be established as the most necessary based on the low level of agreement, it is important to recognize that these

items *may* be the most important of the list of 70. However, the low agreement may indicate that all of the items are necessary and therefore it will be important to categorize the full list of 70 items in order to make them manageable for leadership development purposes.

Items for Which Consensus Was Not Reached

There were five items for which consensus was not reached by the end of the Round 3. It was evident by the comments made by the participants and the high IQR for all three rounds that it was unlikely that experts would come to consensus about these items. The five items were Knowledge of leadership theory, skills, and models, Conducting Research, Extraversion, Creativity, and Mobility. The final two items were not included in Round 3 due to researcher error. However, similar to the other three items that participants were unable to come to consensus on, both items had an IQR of 2.0 in Rounds 1 and 2 and comments indicated that consensus was unlikely. Future research could more adequately address these two items.

Knowledge of leadership theory, skills, and models. Experts did not reach consensus for this item, with a final IQR of 2. Comments by the experts indicated that this may be more important for some leaders than it would be for others, based on leadership traits or the type of leadership position. One expert indicated that it may be difficult to learn leadership, stating “I'd be interested to see how many strong leaders learned their leadership from theoretical texts.” Another expert seemed to believe this knowledge to be very necessary as it, “helps in being the most effective leader by understanding all the dimensions.” It appears that the inability to reach consensus of this

item may be directly related to individuals' belief that leadership is innate, learned or a combination of both.

Conducting Research. The expert panel was unable to reach consensus for this item, with a final IQR of 2. Again, differences in the perception of necessity for this item seemed to be directly related to the type of leadership role that the individual may be serving in. For example, one expert stated that, "This depends on the particular leadership role. While I do not believe all leaders need to be strong researchers, I do believe (1) we absolutely need strong researchers as leaders." Another stated that, "One does not need to be a good researcher to be a good leader. " Alternately, others believed research was essential in continuing to move the profession forward and provide direction. Some of the discrepancy in this question may be due to differences in leaders level of education, as this may be more important for doctoral level leaders.

Extraversion. Although this item did not reach consensus (IQR = 2), comments indicated that this item is not necessary for leadership roles in counseling. Some of the expert leaders stated that they themselves are introverts or that other excellent leaders they have worked with have been introverts. Individuals who indicated that this item had a higher necessity did not provide justification for their answers and therefore it is difficult to compare and contrast why some may believe extraversion to be necessary while others may not.

Mobility & Creativity. In addition, there were two items that were not included in Round 3 data analysis for which consensus was not reached. These items were Mobility and Creativity. Although the re-evaluation of these items could have changed the final

results, it is unlikely that either item would have been included in the final list of KSPAs, given the median and IQR scores from Rounds 1 and 2.

Mobility. In Round 1, Mobility had a mean score of 5.07, a median rating of 6, and an IQR of 2.25. In Round 2, this item had a mean score of 4.92, a median rating of 5, and an IQR of 2. Comments indicated confusion as to what this item was indicating. One expert stated, “I am not exactly sure of the meaning of mobility. I wasn't sure whether it was a physical (personal quality) or meant being able to move geographically. While both would be helpful, I don't think they are necessary.” Others stated that mobility may not be as important due to technology and connection. Although consensus may have been reached for this item in Round 3, it seems unlikely that the item would have had an increase to a median rating of 7 following Round 3 and therefore would not have been included in the final list of necessary KSPAs.

Creativity. In Round 1, creativity had a mean score of 5.81, a median rating of 6, and an IQR of 2. In Round 2, this item had a mean score of 6.04, a median rating of 6, and an IQR of 2. There were minimal comments made about this item during Round 2. The two comments were: “This is important but not as important as others” and “I think the best leaders are creative.” Although the median ratings for both rounds were lower than a 7 and inclusion in the final list of necessary KSPAs is unlikely due to these low ratings and high IQRs, comments made in Round 3 may have resulted in a better understanding of the item and leaders perceptions of the necessity of creativity for leadership roles.

Implications

Understanding what knowledge, skills, practices and attributes are necessary for leadership roles is an essential first step in developing leaders in the counseling field. This research was the first step in developing this understanding. Results can be utilized to inform the identification of individuals for leadership development or leadership roles in the counseling profession. In addition, results provide an understanding of areas that are appropriate for individual and programmatic leadership development for counseling organizations. Finally, the results of this study can also be utilized to inform leadership development training and experiences in counselor education programs so that they may more adequately fulfill the CACREP requirements of Leadership and Advocacy. The intention of obtaining a list the ten most necessary items was to provide a smaller number of items that could be the focus of training programs.

Leader Identification

Research conducted with male and female leaders has shown that 30% of leadership emergence was accounted for by inheritability and previous findings that personality traits do provide some of the basis for which leadership ability is built (Avolio & Hannah, 2008; Doh, 2003). This indicates that understanding what specific attributes are necessary for leadership roles can assist in early identification of individuals for whom leadership development may be appropriate. This research identified fifteen attributes that experts in counseling leadership believe are necessary for leadership roles. These attributes can be utilized to identify individuals who may benefit from leadership development or who

might be a good match for leadership roles based on the attributes they already possess. In addition, a focus on these attributes could help to develop individuals further in these areas and provide opportunities for personal growth. For example, Being ethical, while it is an attribute, can be developed and enhanced through training, modeling and experience.

Leadership Development

Leadership ability is the result of a combination of knowledge, skills, practices and attributes. Leadership can be developed in an individual through a lifelong process of effort, self-awareness, education, and practice (Boyatzis, 2008; Doh, 2003; Riggio, 2008; Van Velsor & McCauley, 2004; Van Velsor, Moxley, Bunker, 2004). Van Velsor & McCauley (2004) define leadership development as “the expansion of a person’s capacity to be effective in leadership roles and process” (p.2). In order to achieve this expansion, individuals must utilize their existing strengths to develop further in their weak areas and obtain the skills, knowledge and practices that are essential (Riggio, 2008; Van Velsor & McCauley, 2004). It is often seen as a non-linear process, with development occurring over time and through experience (Boyatzis, 2008; Van Velsor, Moxley, & Bunker, 2004).

The development of KSPAs is often done through leadership development programs. There are a vast number of leadership development programs and a meta-analysis conducted by Collins & Holton (2004) overall research has shown that these programs are generally effective. This meta-analysis utilized eighty-three different studies that included forty-six different measurement instruments. Overall effect sizes were

calculated for studies that utilized post-tests only with control ($x=.96$), Pretest-post-tests with control ($x=.35$) and Single groups with pre and post-tests (.38). Effect sizes were calculated for the development of objective knowledge (.96, .35, 1.36), Objective Expertise (.54, 1.01), and Subjective Expertise (.41, .41,.38). Although the overall effect sizes demonstrate that leadership development programs are effective overall, the study also revealed that some are very effective while others failed entirely at developing leadership KSPAs (Collins & Holton, 2004). Therefore, it is essential to be very clear about what needs to be developed and utilize constant evaluation of the development process.

This research is the first step in identifying what needs to be developed for leadership roles in counseling. Individuals are capable of developing Leadership Knowledge, Skills and Practices (e.g., Avolio & Hannah, 2008, Boyatzis, 2008; Doh, 2003; Fulmer, et al. 2009, Riggio, 2008; Van Velsor & McCauley, 2004; Van Velsor, Moxley, Bunker, 2004). This research has identified four areas of knowledge, twelve types of skills, and thirty-three different practices that experts agree are necessary for leadership roles in counseling and could be included in leadership development programs or focused on for individual leadership development.

It has been stated that individuals cannot focus on more than 10-20 areas of development at a time (Fulmer et al., 2009). Given this information, it was intended that the identification of the most necessary KSPAs for leadership roles could be utilized as evidence for which items should receive primary focus in development. However, given the low agreement rates for the items, the results can only give an indication of items that

may be appropriate areas of concentration. In the current study, experts identified *Strong counselor identity*, *Being ethical*, *Empowering others*, *Ability to see the “big picture,”* *Modeling/leading by example*, *Collaboration*, *Knowledge of the membership*, and *Being strategic*, as the most necessary knowledge, skills, and practices. Strong Counselor Identity was the single item with the most agreement (78%) and may indicate that one of the most important aspects of being a leader in the field is having a strong counselor identity. This identity may be developed through experiences in counselor education programs, membership and participation in counseling organizations, or experiences working in the field and seems to be at least one area that is unique to counseling and is not only the focus of leadership development but counselor development in general (CACREP, 2009).

These items seem to indicate a model of leadership that may be more developmental and focused on the collective. Many of the items (Being ethical, empowering others, modeling, developing and maintaining, knowledge of the membership) are also reflective of Full-Range Leadership Theory, again indicating that this may be a leadership theory that fits with the practice of leadership in the profession of counseling. Leadership development for counselors could therefore focus in these areas. However, individuals who already are proficient in these areas may find that they need to develop individually in any of the other 49 areas.

Although self-awareness was not identified as one of the most necessary KSPAs for positional leaders by the expert panel, research indicates that self-awareness is essential for leadership development. Individuals who are more self-aware are able to utilize their

strengths to improve upon their weaknesses and will experience the growth and development process more smoothly (Alimo-Metcalfe, 1999; Boyatzis, 2008; Van Velsor & McCauley, 2004). Self-awareness is a large part of developmental readiness. Individuals who have development readiness are more able to make sense of their experiences, feedback and relationships in order to see the most improvement (Avolio & Hannah, 2008).

Understanding a leader's readiness for improvement is essential for success of development and can be compared to the readiness needed for an individual to experience the most growth from counseling and therapy. It may be essential that assessment of leadership readiness and self-awareness, as well as evaluation of current knowledge and proficiency in leadership skills and practices, occur prior to more formal leadership development with counselors. Assessment can include self-rating, group evaluations, and/or evaluations done by all an individual's stakeholders (e.g. boss, followers, peers) and is essential for understanding one's current strengths and areas for improvement (Alimo-Metcalfe, 1999; Van Velsor & McCauley, 2004). This assessment may begin while an individual is enrolled in a counseling education program and can continue throughout development. Counselor educators could help develop self-awareness and readiness for leadership development by assessing where students are currently and utilizing classroom lessons, leadership experiences and mentoring.

Counselor Education

The CACREP Standards provide very general descriptions of what knowledge, skills and practices are necessary for programs to address and develop in doctoral-level

counselors (CACREP, 2009). Although the CACREP Standards strongly implicate the importance of leadership in counselor development, they do not provide clear descriptions of what needs to be developed in students. The knowledge, skills, practices and attributes that have been identified as very necessary for leadership roles in counseling can be utilized as a basis for what needs to be implemented into curriculums, focused on in supervision, and modeled by faculty.

The standards address leadership in two masters level content areas. For school counseling programs, leadership is an area of Academic Development, specifically stating that graduates should “Know the qualities, principles, skills, and styles of effective leadership” (CACREP, 2009, p. 45). Student Affairs and College Counseling requires that students “Understand organizational, management, and leadership theory and practice” (CACREP, 2009, p. 49) and “Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions” (CACREP, 2009, p. 48)

In addition, the standards are very clear about the importance of leadership development in doctoral programs. One of the four primary obligations of a doctoral program in counseling is to “Preparing students to assume positions of leadership in the profession and/or their area(s) of specialization.” (p. 52). Doctoral-level counselors are expected to graduate with knowledge in five areas of leadership: “1) theories and skills; 2) advocacy models; 3) social change theories, 4) models, leadership roles, and strategies for crises, and 5) topical and political issues in counseling” (CACREP, 2009, p. 57-58). Graduates also are expected to develop competency in two areas of leadership skill and

practice: “1) provide leadership and or contribute to leadership efforts in professional organizations and counseling programs and 2) advocate for the profession and its clientele” (CACREP, 2009, p. 58).

Given this information, the results of this study have strong implications for leadership development in counselor education programs. According to the CACREP Standards, knowledge of leadership theories, skills, and models is expected of graduates of doctoral programs. However, this was one of the items for which consensus was not reached during the three rounds of this study. This discrepancy between what CACREP indicates is necessary and what appears to be a disagreement of experts in the field may be indicative of why some programs do not focus on teaching or developing leadership in a formal way (Zimpfer, 1999). Results of this study indicated that some individuals believe that leadership is more of an inherent quality or that leadership theory does not affect leadership practice. The results of this research in combination with results from research done in the Business and I/O disciplines may help to increase the understanding of why leadership is important. In addition, the results of this study indicate that FRLT appears to be a theory that fits the expectations of the practice of leadership in counseling. This knowledge could be utilized to inform programs of what theories might be most effective to incorporate into the classroom or counselor developmental experiences.

Development occurs in counseling education programs through the combination of classroom learning, experiential activities, feedback and relationships. Just as counseling educators utilize this process for the development of counseling skills, they can follow

the same model for leadership development. Leadership development must be a combination of multiple experiences and lessons (Avolio & Hannah, 2008; Van Velsor, Moxley, Bunker, 2004). Fulmer (2009) identified a combination of leadership development activities that are essential for this rounded developmental experience. These include the utilization of: developmental/stretch assignments, specialized learning opportunities specific to one's organization, leveraging technology, action learning, and coaching/mentoring. These experiences can be utilized to develop the KSPAs that are essential for leadership while individuals are in counseling education programs. The results of this study provide concrete areas for development and a guide from which to build leadership developmental experiences that are specific to counselors.

Although knowledge of leadership theories was one of the items for which consensus was not reached by experts, many of the items that were identified as very necessary clearly aligned with leadership theory. With this said, leadership development could also occur through classroom lessons focused on developing an understanding of leadership theories, models, skills, and practices. Transformational Leadership Theory is the theory that seems to be most closely aligned with the practices that expert counseling leaders identified as necessary for leadership roles. Counselor Educators could incorporate this theory into the curriculum, utilizing the results of this research to highlight why this theory is applicable to leadership in counseling.

In addition, feedback and relationships (mentoring, coaching, peers) are essential to the developmental process (McCauley & Douglas, 2004). Modeling was stated as one of the most necessary items for leadership roles in counseling and it is likely that this is

equally important for counselor educators when working to develop students' leadership KSPAs. Supportive relationships will assist an individual in their development, will help to ensure the maintenance of one's motivation, and are source for feedback (Van Velsor & McAuley, 2004). The results of this study provide counseling educators with an understanding of potential areas to focus on for feedback in order to provide effective and intentional mentoring.

Leadership Teams

The KSPAs that were identified in this research may also be helpful in creating leadership teams. Many counseling organizations (i.e. ACES, ACA) utilize a leadership team to lead the membership. The results of this research could not only be utilized to train these leadership teams, but could also help choose individuals that may be the most effective on a team together. Teams could focus on choosing members that are complimentary to each other, finding individuals that together demonstrate the 70 KSPAs established as necessary. For example, if one individual on the team is exceptional at seeing the big picture and think strategically while the other is exceptional at getting to know the membership and collaborating, together these two leaders may make the most effective team. This list could help individuals to think about how they choose the teams they work with and what else they may need to look for in the people that are being chosen to join leadership teams.

Future Research

There has been very little research conducted on leadership in the field of counseling. This research provides a foundation from which to begin to understand, describe, train, and evaluate leadership in counseling. Beginning to understand what KSPAs experts identify as necessary opens up opportunities for research in counseling organizations, counseling agencies and counseling education programs in hopes of improving leadership and the continuation of the growth of the profession.

Given that these items were established based on consensus of 24-48 expert leaders, one of the first steps in future research of the KSPAs for counselor education may be to send the final list to all 151 leaders that were nominated and ask if there are other items they feel should be included in the list. In addition, it may be important to ask followers if they agree with the list created or if there are additional items that they believe need to be included on the list. In this way, feedback on the final list can be obtained and additional items can be considered for inclusion. It is possible that this may also be done through a Q-sort, allowing participants to add any additional items to the categories of their choice and following up with an interview to better understand the participants' perceptions of the items.

Survey development may be the next step in utilizing the results of this research. Exploratory Factor analysis could establish which items can be categorized as knowledge, skills, practices or attributes or any additional categories. The development of a survey from the 70 items that were identified as very necessary could then be utilized in a variety of ways. The survey could provide a tool for individual assessment, helping to

identify areas of strength and growth by assessing the individuals' perceptions of their competency in each of the items. In addition, a 360 assessment could also provide a more accurate picture of what leaders are actually proficient in by asking followers and leaders to assess individuals on the 70 items.

These same items could also be utilized to assess what is currently being developed or focused on in counselor education programs. This information could then be utilized to improve leadership development in these programs. Asking counselor educators if they are focusing on leadership development may be too general of a question. However, asking if educators focus on these specific areas in the development of counselors may help develop a better understanding of what is already being done in programs and what needs to be focused on more in order to best prepare counselors for leadership roles.

Exploratory factor analysis could also be used in combination with grounded theory methodology to develop a competency model of leadership for the profession of counseling. Many of the items found in the 70 most necessary appear to reflect a collective model of leadership (e.g., collaboration, empowering others). This model is also reflected in the counseling literature (Black & Magnuson, 2005) as well as in the organizational structure of counseling organizations (ACA, ACES utilizing past-president, president, and president-elect models). Further understanding of how these items can be organized into a competency model for counseling leadership would be helpful in developing a deeper understanding of the aspects of leadership that may be unique to counseling and that could be utilized in counseling education programs and organizations.

Additionally, the KSPAs that were identified as very necessary could be utilized to develop training programs for counseling leaders. These items, and even more specifically the top 9 most essential items, could be the cornerstone of training and development programs for agencies, organizations and counselor education programs. In addition, surveys and evaluation forms for the training programs could be developed utilizing these items.

Finally, additional research could evaluate if what is essential for leadership roles differs at all based on demographics. It is possible that leadership is not the same for different counseling tracks. For example, is what is necessary for the leadership roles that school counselors serve in the same as leadership roles for community agency counselors. It also is possible that what is necessary for leadership may differ based on level of education (e.g., conducting research). Future research could assess if the KSPAs that were found to be necessary in this research vary at all when broken down by track, education level, or primary work-role.

Strengths

This study has multiple strengths, the first of which is the methodology chosen. Given the need to first understand what KSPAs are necessary for leadership roles in counseling and the dearth of research that has been done in this area, The Delphi Method provided the most appropriate way for evaluating the KSPAs. The researcher was able to combine results of current research with ideas from current leaders in the field in order to evaluate the greatest breadth of KSPAs. This method has quantitative and qualitative components,

allowing a more in depth understanding of the results. In addition, it provided a way to simulate the group process electronically. The researcher to bring together a research panel from across the country while also providing relative anonymity to the participants.

The Delphi Method is only as strong as its expert panel. In order to create the most qualified panel possible, the researcher first gathered nominations from current leaders in the field and then invited all nominees to participate. This created diversity in the education level, counseling track, and experience in leadership that allowed for a broad range of perspectives to be incorporated into the final results. The diversity of the expert panel allows the results to be applicable to the general counseling profession.

Finally, the study is extremely applicable to the leadership development and the preparation of counselors. Results can be utilized to inform leadership development in counseling organizations, counseling agencies, schools, and counselor education programs. It provides a strong basis for future research to be conducted on leadership in the profession of counseling and is the first step in improving the profession through the improvement of leadership development.

Limitations

The study has some clear limitations. First, researcher bias may be evident in the original selection of items from the research. Given the tremendous breadth of research that has been done on leadership outside of the counseling profession, the researcher was forced to chose specific theories to focus on. This may have skewed the items that resulted from the analysis of these theories and the omission of other theories.

The overlap in identifying items as knowledge, skills, practices or attributes in Phase 1, the pilot study, reflected a difficulty in categorizing the items. Because of this overlap in the Phase 1, it was decided to remove the categorization of the items for the questionnaire. The researcher then categorized the final results utilizing the definitions of each category. However, this again may reflect researcher bias and there may still be significant overlap of items. A factor analysis may be necessary in order to clearly define how items group together.

The Delphi method is utilized as a way to reach a consensus of expert opinions on a subject. This study made an effort to only utilize individuals with leadership experience in the field and who were recognized as experts in leadership by others. However, this may result in a narrow perspective on leadership due to the special nature of the experts. In addition, the diversity of the expert panel may reduce the reliability of the results. Different groups of experts may have different opinions and had the expert panel been more homogenous or heterogenous, results may have varied. It is possible that leaders from more clinical backgrounds may not have been as likely to participate in the study, given that they may be less likely to serve in leadership roles within national counseling organizations. Any change in the expert panel may have resulted in different results.

Consensus may have been reached for some items simply based on the results presented to the participants during the second and third rounds. There may be a tendency to change answers to be closer to the consensus regardless of actual opinions. It is the hope that the online method of collecting the questionnaires will reduce this level of groupthink. However, the possibility that individuals may have changed their answers

based on the median and IQR still exists. In addition, there were two items that did not reach consensus in Round 2 that were not included in Round 3 due to researcher error. It is possible that experts may have reached consensus on these two items if they had the opportunity to re-evaluate their scores and the comments by the other experts during Round 3. Given the median and IQR scores in the first two rounds and the fact that none of the items in Round 3 received a consensual median rating of 7, it is very likely that the 3rd round analyses of these two items would have not resulted in these items being added to the final list of KSPAs, it is very possible consensus would have been reached. However, this is a clear limitation in the research results.

Consensus was not reached for 5 items. One clear limitation of the study was the omission of Creativity and Mobility for the Round 3 Questionnaire. It is possible that the inclusion of these items may have changed the results. When considering why consensus was not reached, it is possible that the items were worded in a way that was confusing to participants (i.e. mobility) or were words that often caused emotional reactions (i.e. extraversion). It is possible that if the wording of these items had been different, consensus may have been reached. Therefore, for purposes of additional research it may be necessary to re-word some items for re-analysis.

Finally, the length of the study may have resulted in skewed results. Attrition rates between rounds were common for the Delphi Method and were between 30 and 50%. The length of time it takes to complete all three rounds of the study likely caused the attrition rate. Results may have differed had all 48 participants completed all three rounds. However, 66 of the final 70 items that are included in the list of very necessary

KSPAs all reached consensus after Round 1 lessening the affect attrition may have had on the final results. In addition, the 30% response rate in Round 1 may have been due to the length of the study. This low response rate may have caused results that are skewed based on the demographics of the individuals that did self-select into the study. Additional participants may have changed the final results.

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APPENDIX A

RECRUITMENT EMAIL: PHASE ONE

Dear _____, (professional counselor, doctoral level counselor, or counselor educator)

I would like to invite you to participate in a study I am conducting as part of my dissertation research at The University of North Carolina at Greensboro. This study is focused on developing a consensus around what knowledge, skills, practices and attributes (KSPAs) are essential for leadership roles in counseling. You have been chosen for this study because you are currently serving or have previously served in a leadership role within the counseling profession and it is my hope that your contributions can help inform the training of future leaders in the field.

In this research, there is a potential to participate in 4 rounds of data collection. The first round will be an interactive online discussion about the knowledge, skills, practices and attributes (KSPAs) that the participants feel are essential for leadership roles in counseling and will only last approximately 45 minutes. The results of this discussion will be used to develop a questionnaire about the KSPAs that will be utilized in the following three rounds of research.

Once that is done, you may decide whether you would like to withdraw or if you would like to continue in the next three rounds. The next three rounds involve answering

questionnaires at three separate time points via an online survey tool. These questionnaires will be utilized to reach a consensus about what KSPAs are necessary for leadership roles in counseling which will then hopefully be used to inform training in doctoral counseling programs. Opportunities for open-ended responses of personal reasoning will be provided in the third and fourth rounds. The questionnaires should take no longer than 30 minutes each.

If you would like to participate, please read, sign and email me the attached consent form at (alikyleodea@gmail.com) and indicate if you are willing to participate in the brainstorming group (Round 1) and/or all four rounds of research to include the brainstorming group and the questionnaires. You do not have to decide now if you would like to continue past the first round.

In appreciation for completing the research, each participant will receive a \$15 gift certificate after completing Round 1 and Rounds 2-4.

Thank you for considering participating in this research opportunity.

Sincerely,

Ali O'Dea

APPENDIX B

CONSENT FORM: PHASE ONE

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: The Knowledge, Skills, Practices and Attributes That Are Essential for
Leadership Roles in Counseling

Project Director: Ali O'Dea, MEd, LPC, NCC

Participant's Name: _____

What is the study about?

You are being asked to participate in a research study. The purpose of this study is to learn about the knowledge, skills, practices and attributes that are essential for leadership roles in counseling.

Why are you asking me?

You are currently or have previously served in a counseling leadership role and were randomly chosen from a group of others that have also served in counseling leadership role(s).

What will you ask me to do if I agree to be in the study?

You will be asked to spend approximately 45 minutes in a brainstorming group online with 9 other counseling leaders. During this time, you will be asked to provide your opinions and thoughts, to four prompts or questions, regarding the skills, attributes, knowledge and practices essential for leadership in counseling.

What are the dangers to me?

The risks involved in this study include the potential that confidentiality is not guaranteed since information is being gathered through an online group brainstorming session. However, participants will be asked to use a pseudonym and the discussion will take place over text in an attempt to ensure confidentiality. Additionally, the researcher will keep all information you provide confidential once the group has ended, with information only being provided in aggregate form. In order to respect the confidentiality and information provided by other members of the brainstorming group, this researcher asks that you as a potential member in the group do the same with all other group members' information.

If you have any concerns about your rights or how you are being treated please contact Eric Allen in the Office of Research and Compliance at UNCG at (336) 256-1482.

Questions about this project or your benefits or risks associated with being in this study can be answered by Ali O'Dea who may be contacted at (336) 686-5225.

(alikyleodea@gmail.com) or the dissertation chair, Dr. Kelly Wester at (336) 334-3430.

Are there any benefits to me for taking part in this research study?

There are no direct benefits to you by participating in this study.

You will have the opportunity to reflect on the knowledge, skills, attributes and practices that are essential for leadership roles in the profession of counseling. This could potentially prompt you leaders to improve your own leadership skills or to attempt to implement the information discussed in developing future leaders.

Are there any benefits to society as a result of me taking part in this research?

Increasing the understanding of the knowledge, skills, attributes, and practices that are essential for leadership roles in counseling could help inform the development and training of doctoral level counselors. Preparing counselors more effectively for future leadership roles could result in better services for clients and an overall improvement in mental health services provided by counselors.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you for participating in this study. You will be provided a \$15 gift card for participating in the entire 45 minutes of the brainstorming session.

How will you keep my information confidential?

Your privacy will be protected by keeping all consent forms and demographic questionnaires from the brainstorming session in a locked file cabinet in the supervising faculty member's office on UNCG's campus when not in use by the researcher.

Additionally, results from the brainstorming session will be kept on the researchers computer. The computer and the document will be password protected. In addition only pseudonyms will be used for the discussion online and will be connected to the actual text data. All consent forms and demographic information will be destroyed in a paper shredder three years after the closure of this research study. Data files will be erased from the computer and shredded three years after the completion of the study. All information obtained in this study is strictly confidential unless disclosure is required by law.

Additionally, absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data, which has been collected be destroyed unless it is in a de-identifiable state.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By signing this consent form you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered.

By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you.

Signature: _____ Date: _____

APPENDIX C

PHASE ONE: DEMOGRAPHIC QUESTIONNAIRE

1. Please indicate your sex:

____ Male

____ Female

2. What is your age? _____

3. Which of the following best describes your ethnicity?

____ Asian American / Pacific Islander

____ American Indian

____ African American / Black

____ Caucasian / White

____ Hispanic / Latino/a

____ Multiracial

____ Other (please specify) _____

4. Which of the following best describes the role in which you work?

____ Professional Counselor

____ Counselor Educator

____ Doctoral Student

5. How many years of experience do you have serving in a leadership role?

____ 6months – 1yr

____ 1-5

____ 6-10

____ 11-15

____ 16-20

____ <20

6. What professional license(s) and/or certifications do you

hold? _____

APPENDIX D

STUDY QUESTIONNAIRE: PHASE 2, ROUND 1

The Knowledge, Skills Practices, and Attributes that Are Necessary to Leadership Roles in Counseling

This questionnaire will ask you to consider how necessary the provided knowledge, skill, practice, or attribute is to leadership roles in counseling. Leadership roles are defined as positions of leadership (eg., director, president, editor, graduate representative). Please answer the following items based upon your perceptions, viewpoints, and experiences in your own leadership roles. Your responses are strictly confidential.

The first section will ask you to provide some of your personal demographics. The following section will address the areas of knowledge, skills, practices, and attributes.

1. Please indicate your sex:

____ Male

____ Female

2. What is your age? _____

3. Which of the following best describes your ethnicity?

____ Asian American / Pacific Islander

____ American Indian

____ African American / Black

____ Caucasian / White

____ Hispanic / Latino/a

____ Multiracial

____ Other (please specify) _____

4. Which of the following best describes the role in which you work?

____ Professional Counselor

____ Counselor Educator

____ Doctoral Student

5. Which of the following best describes the counseling track you identify with?

____ Community Agency/Clinical Mental Health

____ School

____ College/Student Development

____ Couple and Family

____ Addictions/Substance Abuse

____ Other

6. How many leadership positions have you held?

7. How many years of experience do you have serving total in leadership roles?

____ 1-5

____ 6-10

____ 11-15

____ 16-20

____ <20

8. What professional license(s) and/or certifications do you hold? _____

9. Please provide your preferred email address so that the researcher may email you with the results from this round of data gathering, your responses to this round, and an invite to participate in the next round of study.

Section 2: Knowledge, Skills, Practices and Attributes

Please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling.

1. Organization Knowledge

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

2. Knowledge of Professional History

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

3. Having a leadership Philosophy

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

4. Knowledge of the Membership (qualities of the individuals that one is "leading")

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

5. How to motivate people

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

6. Awareness of Available resources and support

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

7. Knowledge of Current Events

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

8. Self-Awareness

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

9. How to get buy in from stakeholders

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

10. Business Acumen

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

11. Knowledge of Leadership theory, skills, and models

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

12. Advocacy

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

13. Strategies for response to crises

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

14. Understanding of the Magnitude of commitment to leadership role

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

15. Conducting research

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

16. Writing and publishing

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

17. Teaching and Supervision

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

18. Multicultural Competency

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

19. Verbal Communication Skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

20. Decision-making Skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

21. Assertiveness

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

22. Consensus building

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

23. Goal setting

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

24. Priority identification

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

25. Delegation

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

26. Active listening

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

27. Negotiating

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

28. Paraphrasing/Paraphrasing

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

29. Collaboration

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

30. Critical thinking skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

31. Time management

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

32. Problem-solving skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

33. Written communication skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

34. Public speaking skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

35. Staying cool under pressure

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

36. Mentoring

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

37. Team-building

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

38. Organizational skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

39. Ability to see the “big picture”

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

40. Meeting facilitation

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

41. Empathy

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

42. Advanced counseling skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

42. Group facilitation Skills

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

44. Use of humor

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

45. Self-reflection

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

46. Communicating the vision

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

47. Encouraging individuals

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

48. Giving feedback

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

49. Addressing the issues in a respectful way

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

50. Being respectful of others time

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

51. Consistency

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

52. Admission of mistakes

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

53. Remaining engaged in the process

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

54. Self-care/work life balance

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

55. Seeking and utilizing feedback

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

56. Assuming responsibility for decision-making

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

57. Transparency

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

58. Engaging in formative evaluation

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

59. Modeling/leading by example

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

60. Consensus building

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

61. Allowing the mission and vision to guide practice

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

62. Celebrating successes

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

63. Appreciation/recognition/gratitude

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

64. Keeping others engaged in the process

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

65. Establishing a vision, tone and direction of the organization

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

66. Empowering Others

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

67. Developing and Encouraging Innovation

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

68. Developing and maintaining relationships

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

69. Seizing opportunities

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

70. Preservation and respectful treatment of followers

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

71. Acceptance of leadership positions for purposes of service vs. reward

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

72. Acting to impact the organization before, during and after time in office

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

73. Financial responsibility

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

74. Maintaining records of service

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

75. Intentionality

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

76. Stimulating development of students through teaching/supervision

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

77. Sensitivity

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

78. Involvement in professional organizations

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

79. Openness

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

80. Flexibility

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

81. Patience

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

82. Self-motivation

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

83. Willingness to take risks

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

84. Mobility

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

85. Responsiveness

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

86. Honesty

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

87. Genuine/Authenticity

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

88. Passion

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

89. Perseverance

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

90. Altruism

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

91. High self-esteem

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

92. Being ethical

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

93. Independence

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

94. Dependability

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

95. Creativity

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

96. Being Inspirational

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

97. Modesty

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

98. Being Grounded

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

99. Being Strategic

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

100. Extraversion

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

101. Compassion

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

102. Leadership Motivation

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

103. Credibility

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

104. Strong counselor identity

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

105. Congruence

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

APPENDIX E
NOMINATIONS EMAIL

Good Morning,

I would like to invite you to participate in a study I am conducting as part of my dissertation research at The University of North Carolina at Greensboro. This study is focused on developing a consensus around what aspects are important and essential for leadership roles in counseling. I am contacting you as you are currently serving, or have recently served, as a leader. In this position, and your experience being a counselor in our field, has led you to have contact with other leaders in our field. This email is not to ask you to participate in the study, but to ask you to provide me with the names of three individuals in the counseling profession who are alive that you believe are expert positional leaders (individuals who have served in leadership positions). These names will be aggregated into a list of expert leaders who will be asked to participate in the next steps of this study during which they will be asked to participate in 3 rounds of data collection via online questionnaires. These questionnaires will be utilized to reach a consensus about what aspects are necessary for leadership roles in counseling which will then hopefully be used to inform training in doctoral counseling programs.

Please respond with this prompt:

The THREE Leaders in the field that come to my mind as expert positional leaders are (please keep in mind that you can also nominate yourself):

Thank you for considering participating in this research opportunity.

Sincerely,

Ali O'Dea

*This dissertation study is approved by the UNCG IRB, as well as my dissertation co-chairs James Benshoff and Kelly Wester.

APPENDIX F

RECRUITMENT EMAIL: PHASE 2, ROUND 1

Dear XXXX,

Good Day! Current leaders in the counseling profession have nominated you as a positional leadership expert in the field of counseling.

My name is Ali O'Dea. I would like to invite you to participate in a study I am conducting as part of my dissertation research at The University of North Carolina at Greensboro. This study is focused on developing a consensus around what knowledge, skills, practices and attributes (KSPAs) are necessary for leadership roles in counseling. You have been chosen for this study because you are an expert in leadership roles within the counseling profession and it is my hope that your contributions can help inform the training of future leaders in the field.

In this research, there is a potential to participate in 3 rounds of data collection. These three rounds involve answering questionnaires at three separate time points via an online survey tool. These questionnaires will be utilized to reach a consensus about what KSPAs are necessary for leadership roles in counseling which will then hopefully be used to inform training in doctoral counseling programs. Opportunities for open-ended responses of personal reasoning will be provided in the second and third round so that participants will have the opportunity to explain their answers. The questionnaires should take no longer than 15-20 minutes each.

If you would like to participate, please open the following

link https://uncg.qualtrics.com/SE/?SID=SV_daR4KKiwD74Q2u8

Taking the survey will indicate that you are willing to participate in the study and attached you will find the informed consent form. Within the questionnaire you will be asked to provide an email so that I may email you with information about each subsequent round and provide you with your responses from the previous round. At the conclusion of the study your email and demographic data will be removed from all research data.

In appreciation for completing the research, each participant will be entered to win a \$50 gift certificate after the completion of all three rounds.

Thank you for considering participating in this research opportunity.

Sincerely,

Ali Kyle O'Dea, M.S.Ed., LPC, NCC,
University of North Carolina at Greensboro
alikyleodea@gmail.com

*This dissertation study is approved by the UNCG IRB, as well as my dissertation co-chairs James Benshoff and Kelly Wester.

APPENDIX G

CONSENT FORM: PHASE TWO

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM
(To be included at the beginning of each questionnaire)

Project Title: The Knowledge, Skills, Practices and Attributes That Are Essential for
Leadership Roles in Counseling

Project Director: Ali O'Dea, MEd, LPC, NCC

What is the study about?

You are being asked to participate in a research study. The purpose of this study is to learn about the knowledge, skills, practices and attributes that are essential for leadership roles in counseling.

Why are you asking me?

You are currently or have previously served in a counseling leadership role and were nominated as an expert in leadership by a group of your peers that have also served in counseling leadership role(s).

What will you ask me to do if I agree to be in the study?

You will be asked to participate in responding to 3 rounds of questionnaires across 9 weeks (1 questionnaire for every 2 weeks), the first taking approximately 30 minutes and the rounds two and three taking approximately 15 minutes each (Total of 1 hour) This would required you spending approximately 1½ hours total to complete all questionnaires in the 9 weeks timeframe. All questionnaires will be sent to you via email and will be able to be completed online.

What are the dangers to me?

The risks involved in this study include the potential that confidentiality is not guaranteed since information is being gathered through an online questionnaire format that must contain an identifying email so that the participants responses after each round can be reported back to the participant. In order to maintain confidentiality for the data gathered through the questionnaires, they will be labeled with this email. These email addresses will be removed from the data set and erased from the temporary account within 30 days of the final presentation of the research.

If you have any concerns about your rights or how you are being treated please contact Eric Allen in the Office of Research and Compliance at UNCG at (336) 256-1482.

Questions about this project or your benefits or risks associated with being in this study can be answered by [Ali O'Dea] who may be contacted at (336) 686-5225

(alikyleodea@gmail.com) or the dissertation chair, Dr. Kelly Wester at (336) 334-3430.

Are there any benefits to me for taking part in this research study?

There are no direct benefits to you by participating in this study. However, you will have the opportunity to reflect on the knowledge, skills, attributes and practices that are essential for leadership roles in the profession of counseling. This could potentially prompt you to improve on your own leadership skills or to attempt to implement developing them in future leaders. After completion of all three rounds, you will be entered into a raffle for one of 2 \$50 gift certificates.

Are there any benefits to society as a result of me taking part in this research?

Increasing the understanding of the knowledge, skills, attributes, and practices that are essential for leadership roles in counseling could help inform the development and training of doctoral level counselors. Preparing counselors more effectively for future leadership roles could result in better services for clients and an overall improvement in mental health services provided by counselors.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?

Your privacy will be protected by keeping all questionnaires in the online format. The questionnaire results will be converted into an excel data file after each of the rounds in order to report back the results in the following questionnaire. The data for the final

round will contain no identifying information. All of the data files will be saved on the researchers' computer. The computer and the data file will be password protected. Within 30 days of the final research presentation all identifying email addresses will be erased from the Qualtrics temporary account. All information obtained in this study is strictly confidential unless disclosure is required by law.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data, which has been collected be destroyed unless it is in a de-identifiable state.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By completing this questionnaire you are agreeing that you read and you fully understand the contents of this document and are openly willing consent to take part in this study.

All of your questions concerning this study have been answered. By completing this questionnaire, you are agreeing that you are 18 years of age or older and are agreeing to

participate, or have the individual specified above as a participant participate, in this study described to you.

APPENDIX H

RECRUITMENT EMAIL: PHASE 2, ROUND 2

Good Morning!

Thank you for your participation in Round 1 of my research. This email is to invite you to participate in Round 2, the details for which are explained in the last paragraph of this email.

Directions to participate in this round are below.

Attached you will find the answers you provided for the questionnaire in Round 1.

Here is the link to Round 2 questionnaire by the link below

https://uncg.qualtrics.com/SE/?SID=SV_9mM5ogvCZusDY7G

Open the attachment and the questionnaire.

Within the questionnaire you will find the median (the middle value of an ordered set of values) and the Interquartile Range (IQR = a measure of statistical dispersion, being equal to the difference between the third and first quartiles) for each of the 26 items for which consensus (consensus = an IQR of 1 or less) was not reached during Round 1.

Re-rate the necessity of the items on the Round 2 questionnaire.

If you choose to rate the items' differently than the median, space is provided for you to give justification for your opinion

Submit the questionnaire.

The questionnaire should take you no longer than 10-15 minutes.

If you would like to participate, please open the following

link https://uncg.qualtrics.com/SE/?SID=SV_9mM5ogvCZusDY7G

As a reminder, in this research, there is a potential to participate in 3 rounds of data collection. These three rounds involve answering questionnaires at three separate time points via an online survey tool. These questionnaires will be utilized to reach a consensus about what KSPAs are necessary for leadership roles in counseling which will then hopefully be used to inform training in doctoral counseling programs. Opportunities for open-ended responses of personal reasoning will be provided in this and the third round so that participants will have the opportunity to explain their answers. This questionnaire should take you no longer than 10-15 minutes.

Taking the survey will indicate that you are willing to continue to participate in the study. Within the questionnaire you will be asked to provide an email so that I may email with information about each subsequent round and provide you with your responses from the previous round. At the conclusion of the study your email and demographic data will be removed from all research data.

Thank you for your participation.

Ali K. O'Dea

University of North Carolina at Greensboro

alikyleodea@gmail.com

*This dissertation study is approved by the UNCG IRB, as well as my dissertation co-chairs Dr, James Benshoff and Dr, Kelly Wester.

APPENDIX I

STUDY QUESTIONNAIRE: PHASE 2, ROUND 2

The Knowledge, Skills Practices, and Attributes that Are Necessary to Leadership Roles in Counseling

This questionnaire will ask you to consider how necessary the provided knowledge, skill, practice or attribute is to leadership roles in counseling. Leadership roles are defined as positions of leadership (e.g., director, president, editor, graduate representative). Please answer the following items based on your perceptions, viewpoints, and experiences in your own leadership roles. Your responses are strictly confidential.

The first section will ask you to provide some of your personal demographics. The following section will address knowledge, skills, practices and attributes that may be necessary for leadership roles in counseling. Next to each item in this section the median and IQR based on the results of Round 1 are provided to indicate the average of the expert groups' ratings of each item.

Completing the survey and choosing "I agree" below indicate that you have read the informed consent attached to your email and agree to continue to participate in this study.

- I Agree

1. Please indicate your sex:

_____ Male

_____ Female

2. What is your age? _____

3. Which of the following best describes your ethnicity?

_____ Asian American / Pacific Islander

_____ American Indian

_____ African American / Black

_____ Caucasian / White

_____ Hispanic / Latino/a

_____ Multiracial

_____ Other (please specify) _____

4. Which of the following best describes the role in which you work?

_____ Professional Counselor

_____ Counselor Educator

_____ Doctoral Student

5. Which of the following best describes the counseling track you identify with?

_____ Community Agency/Clinical Mental Health

_____ School

_____ College/Student Development

_____ Couple and Family

_____ Addictions/Substance Abuse

_____ Other

6. How many leadership positions have you held?

7. How many years of experience do you have serving total in leadership roles?

_____ 1-5

_____ 6-10

_____ 11-15

_____ 16-20

_____ <20

8. What professional license(s) and/or certifications do you

hold? _____

9. Please provide your preferred email address so that the researcher may email you with the results from this round of data gathering, your responses to this round, and an invite to participate in the next round of study.

Section 2:

By marking with an X, please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling

Results of Round 1 are provided with each item. Median and IQR are shown.

Should you choose a rating that is different from the median, please provide your reasoning in the text box below the rating number provided instead of an X

2. Knowledge of Professional Professional History

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

3. Having a leadership Philosophy

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

4. Knowledge of the Membership (qualities of the individuals that one is "leading")

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

11. Knowledge of Leadership theory, skills, and models

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

13. Strategies for response to crises

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

14. Understanding of the Magnitude of commitment to leadership role

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

15. Conducting research

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

16. Writing and publishing

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

17. Teaching and Supervision

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

28. Paraphrasing/Paraphrasing

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

36. Mentoring

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

41. Empathy

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

58. Engaging in formulative evaluation

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

71. Acceptance of leadership positions for purposes of service vs. reward

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

74. Maintaining records of service

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

76. Stimulating development of students through teaching/supervision

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

77. Sensitivity

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

83. Willingness to take risks

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

84. Mobility

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

90. Altruism

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

91. High self-esteem, organized

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

93. Independence

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

95. Creativity

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

96. Being Inspirational

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

100. Extraversion

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

104. Strong counselor identity

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

APPENDIX J

RECRUITMENT EMAIL: PHASE 2, ROUND 3

Good Evening!

Thank you for your participation in Rounds 1 & 2 of my research. This email is to invite you to participate in Round 3, the final round, the details for which are explained in the last paragraph of this email.

Directions to participate in this round are below.

Attached you will find the answers you provided for the questionnaire in Round 2 as well as a document that contains participants comments on questions for which consensus was not reached (no identifiers provided).

Here is the link to Round 3 questionnaire by the link below

https://uncg.qualtrics.com/SE/?SID=SV_bju3lzxueX68R7e

Open the attachments and the questionnaire.

Within the questionnaire you will find the median (the middle value of an ordered set of values) and the Interquartile Range (IQR = a measure of statistical dispersion, being equal to the difference between the third and first quartiles) for each of the 7 items for which consensus (consensus = an IQR of 1 or less) was not reached during Round 2.

Re-rate the necessity of the items on the Round 3 questionnaire. Space is provided for you to give justification for your opinion

Finally, of the 70 items that were rated as very necessary (7), choose the 20 items you

believe are most important for leadership in counseling.

This should not take more than 15 minutes

Submit the questionnaire.

The questionnaire should take you no longer than 10-15 minutes.

As a reminder, in this research, there is a potential to participate in 3 rounds of data collection. These three rounds involve answering questionnaires at three separate time points via an online survey tool. These questionnaires will be utilized to reach a consensus about what KSPAs are necessary for leadership roles in counseling which will then hopefully be used to inform training in doctoral counseling programs. Opportunities for open-ended responses of personal reasoning will be provided in this and the third round so that participants will have the opportunity to explain their answers. This questionnaire should take you no longer than 10-15 minutes.

Taking the survey will indicate that you are willing to continue to participate in the study.

Within the questionnaire you will be asked to provide an email so that I may email with information about each subsequent round and provide you with your responses from the previous round. At the conclusion of the study your email and demographic data will be removed from all research data.

Thank you for your participation.

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*This dissertation study is approved by the UNCG IRB, as well as my dissertation co-chairs Dr, James Benshoff and Dr, Kelly Wester.

APPENDIX K

STUDY QUESTIONNAIRE: PHASE 2, ROUND 3

The Knowledge, Skills Practices, and Attributes that Are Necessary to Leadership Roles in Counseling

This questionnaire will ask you to consider how necessary the provided knowledge, skill, practice or attribute is to leadership roles in counseling. Leadership roles are defined as positions of leadership (e.g., director, president, editor, graduate representative). Please answer the following items based on your perceptions, viewpoints, and experiences in your own leadership roles. Your responses are strictly confidential.

The first section will ask you to provide some of your personal demographics. The following section will address knowledge, skills, practices and attributes that may be necessary for leadership roles in counseling. Next to each item in this section the median and IQR based on the results of Round 1 are provided to indicate the average of the expert groups' ratings of each item.

Completing the survey and choosing "I agree" below indicate that you have read the informed consent attached to your email and agree to continue to participate in this study.

- I Agree

1. Please indicate your sex:

_____ Male

_____ Female

2. What is your age? _____

3. Which of the following best describes your ethnicity?

_____ Asian American / Pacific Islander

_____ American Indian

_____ African American / Black

_____ Caucasian / White

_____ Hispanic / Latino/a

_____ Multiracial

_____ Other (please specify) _____

4. Which of the following best describes the role in which you work?

_____ Professional Counselor

_____ Counselor Educator

_____ Doctoral Student

5. Which of the following best describes the counseling track you identify with?

_____ Community Agency/Clinical Mental Health

_____ School

_____ College/Student Development

_____ Couple and Family

_____ Addictions/Substance Abuse

_____ Other

6. How many leadership positions have you held?

7. How many years of experience do you have serving total in leadership roles?

____ 1-5

____ 6-10

____ 11-15

____ 16-20

____ <20

8. What professional license(s) and/or certifications do you

hold? _____

Section 2:

By marking with an X, please indicate on a scale of 1 (not necessary at all) to 7 (very necessary), how necessary you believe each item is for individuals serving in leadership roles in counseling. Please provide your reasoning next to the X in the text box below the rating number you choose in the text box provided.

Results of Round 2 are provided with each item. Median and IQR are shown.

2. Knowledge of Professional Professional History

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

11. Knowledge of Leadership theory, skills, and models

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

15. Conducting research

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

16. Writing and publishing

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

83. Willingness to take risks

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

90. Altruism

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

100. Extraversion

Not Necessary at all 1 2 3 4 5 6 7 Very Necessary

Section 3

Please choose the 20 items which you believe are most necessary for leadership roles in counseling.

- Knowledge of the membership
- Understanding the magnitude of commitment to a leadership role
- Empathy
- Strong counselor identity
- Congruence
- Credibility
- Being strategic
- Being grounded
- Self-motivation
- Patience
- Flexibility
- Openness
- Involvement in professional organizations
- Financial responsibility
- Preservation and respectful treatment of followers
- Seizing opportunities
- Developing and maintaining relationships
- Developing and encouraging innovation
- Empowering others
- Establishing the vision, tone and direction of the organization
- Dependability
- Being ethical
- Perseverance
- Passion
- Genuine/ authentic
- Honesty
- Responsiveness
- Keeping others engaged in the process
- Appreciation/ recognition/ gratitude
- Celebrating successes
- Allowing the mission and vision to guide practice
- Consensus building
- Modeling/ leading by example
- Transparency
- Assuming responsibility for decision-making
- Seeking and utilizing feedback

Admission of mistakes
Remaining engaged in the process
Consistency
Being respectful of others time
Priority identification
Delegation
Active listening skills
Negotiation skills
Collaboration
Critical thinking skills
Time management skills
Problem solving skills
Written communication skills
Public speaking skills
Staying cool under pressure
Team building
Organizational skills
Ability to see the "big picture"
Meeting facilitation
Self-reflection
Communicating the vision
Encouraging individuals
Giving feedback
Addressing issues in a respectful way
Goal setting
Consensus building
Decision making skills
Verbal communication skills
Multicultural competency
Ability to advocate
How to get buy-in from stakeholders
Self-awareness
How to motivate people
Organization Knowledge

APPENDIX L

PHASE 2, ROUND 2 COMMENTS

Question #2: Knowledge of Professional History (Median = 6, IQR = 2)

- it's somewhat important, but not as important as current issues
- True leaders do not have to be fully knowledgeable about our professional history.
- I don't think you need to know history to be a good counselor

Question #3: Having a Leadership Philosophy (Median = 6, IQR = 0)

No Comments

Question #4: Knowledge of the Membership (Mean = 7, IQR = 0)

No Comments

Question # 11: Knowledge of Leadership theory, skills, and models (Median = 5, IQR = 1.25)

- I believe some people are "born" leaders who need to read or study little about how to do it.
- While some of this is important the more focus on theory, the less important. Many times it is about knowing your members, energy, and skills that are not necessarily leadership per se (e.g. speaking, writing, encouraging, thoughtful, motivated, reliable)
- I think you need to know models to choose appropriate ones for the circumstances
- Understanding these components helps a leader facilitate leadership dynamics

Question #13: Strategies for response to crises (Median = 6, IQR = 0)

Very specific content knowledge - not certain all leaders NEED this

Question #14: Understanding the magnitude of commitment to leadership role (Median = 7, IQR = 1)

- Sometimes people are good motivators and grasp situations well without knowing the magnitude.
- I think that this is important, but leaders often underestimate the "magnitude" of the commitments they take on. More important that understanding the magnitude is be willing to follow through, act responsibly, and seek help when needed.
- I rated this high but not a 7; I believe that there are always unknowns that one never fully knows the magnitude of the commitment. Roles and responsibilities evolve.

Question #15: Conducting Research (Median = 5, IQR = 2.25)

- Research is part of leadership for credibility as well as being a strong consumer of good research, helps move the profession forward
- Research in a professional sense is not critical. If this is gaining understanding in a general sense, that would be very important.
- to be a leader, you do not need to know how to conduct research, but should be able to understand/apply research findings
- I see no reason why you need to do research to be a good leader. I think this rating is a halo effect of the questionnaire

- I don't believe that conducting research is necessary for one to become an effective leaders. Some leaders are researchers; others are not so much.

Question #16: Writing and Publishing (Median = 5, IQR = 3)

- same as above, scholarship promotes leadership and respect
- Writing skills may be important in some sense and publishing may bring recognition, but neither is critical for understanding and leading. We tend to look at these because "formal" leaders in national professional organizations tend to do this. But much of the leadership in the profession is by people who do not do lots of writing or publishing. They are involved in leading small, medium, and large significant groups.
- this is not necessary to be a leader of an association or committee
- see answer above: I see no reason why you need to do research to be a good leader. I think this rating is a halo effect of the questionnaire

Question #17: Teaching and Supervision (Median = 5, IQR = 1.25)

- Much like #16 these two roles are not directly attached to leadership. They are roles people play in the profession. Some of the skills may be, but are not necessarily related to those who are quality leaders.
- Ditto #16
- see answer above

Question #28: Paraphrasing Skills (Median = 6, IQR = 0)

- An important skill, but others seem more important.

Question 36: Mentoring (Median = 6.5, IQR = 1)

- My leadership philosophy is all about leaving the organization better than when you entered. If we don't mentor our successors then the association may not move forward after I leave.
- Mentorship ensures that new leaders move into the ranks and advance the profession
- Picking good people to work with you or taking leadership positions in which you can do the work yourself, do not necessarily require mentoring, although it is certainly important in many cases.

Question #41: Empathy (Median = 7, IQR = 1)

- While important, many leaders grasp goals and ways to achieve them in other ways.
- I have moved this up by one rating point, but leadership does not always mean that the skills required to be a counselors are the skills needed in an organizational situation.
- I just don't feel it's a seven, but it is important
- Important but not everything, just enough to see alternative views and perspectives

Question #58: Engaging in Formative Evaluation (Median = 6, IQR = 0)

- No comments made

Question #71: Acceptance of leadership positions for service vs. reward (Median = 6, IQR = 1)

- I'm not really sure what that means
- I don't think these two items need to be pitted against each other. I think that leaders can be motivated by reward, such as recognition, compensation, etc.

Question #74: Maintaining Records of Service (Median = 6, IQR = 1)

- Not really sure what this means, but if you get people to do things and things get done well, the record keeping is less important and often becomes more cumbersome and burdensome.

Question #76: Stimulating Development Through Teaching/Supervision (Median = 6, IQR = 1)

- Still not sure what this means. The counseling profession has many significant leaders who do not teach or supervise students.
- I think this is a main purpose of associations, so should be top priority
- While these have value, that value is not directly attached to all leadership efforts.
- don't see why this is important

Question #77: Sensitivity (Median = 6, IQR = .25)

- I strongly believe that effective leaders must be sensitive and in tune with those around them.

Question #83: Willingness to take risks (Median = 6, IQR = 1.25)

- I believe that effective leaders must be willing to take risks.

Question #84: Mobility (Median = 5, IQR = 2)

- unsure what this means.
- Not really sure what that means in terms of leadership.
- with electronic connections this is less important
- I have not changed my rating. I am not sure why mobility is important. Today's technology allows great flexibility in terms of reaching people with a message or organizing people.
- Really depends on position. Also want to be careful with wording - physically able to move? Flexible? Willing to travel?
- I am not exactly sure of the meaning of mobility. I wasn't sure whether it was a physical (personal quality) or meant being able to move geographically. While both would be helpful, I don't think they are necessary.
- Depends on type of leadership position; not all require mobility

Question #90: Altruism (Median = 6, IQR = 1.25)

- I am sticking with my original rating. While altruism, may be ideal, there are leaders who selfishly lead and/or selfishly take care of themselves to allow themselves to continue to lead. Altruism by definition can be detrimental to the individual. This is not always good for leaders.
- only if this coincides with the philosophy of the association

Question #91: High Self-esteem (Median = 6, IQR = 2)

- Leaders do not always have the high levels of self esteem attributed to them.

- It can be a help or hinderance. Self-confidence in the right skills and beliefs are very beneficial, but self-esteem in general or in the wrong things is harmful.
- I think an average amount of self-esteem is adequate; high borders on pride

Question #93: Independence (Median = 6, IQR = .5)

- To some degree this is important but not as important as others

Question #95: Creativity (Median = 6, IQR = 2)

- This is important but not as important as others.
- I think the best leaders are creative

Question #96: Being Inspirational (Median = 6, IQR = 1)

- the best leaders in my mind are inspirational.
- this is key to leadership
- We must inspire our fellow leaders
- Some people do very good work quietly and move people and organizations forward because of that work.

Question # 100: Extraversion (Median = 5, IQR = 1.25)

- Introverts can make excellent leaders, and do, by pushing themselves to do the things that need to be done with others.
- Depends on meaning of the word - although social skills are key, I can't understand how deriving energy from groups is essential to leadership. In fact, some of the most powerful leaders I've known are introverted and reflective.
- Sorry folks, but as a leaders, I am an introvert. I can put myself out there, but it takes a toll and requires down time when I can get it.

- I think the better leaders (those with the most positive impact) are those who retreat to think through the ideas before leaping

Question #105: Strong Counselor Identity (Median = 7, IQR = 1)

- It is important, but how important is the only issue. Many "valuable things" need to get done and can be without maximum identity. Too much focus on identity causes leaders to lose site of more important and larger issues.

APPENDIX M

PHASE 2, ROUND 3 COMMENTS

Question #2: Knowledge of Professional History (Median = 6, IQR = 2)

- If you don't know any history then you repeat all mistakes. But it is not a seven, because you don't need to know all history, just key pieces.
- A knowledge of history helps us avoid making the same mistakes again. It can also help to formulate directions for future action and rationales for convincing others of the need to act.
- In an era with intra-professional divisions and inter-professional threats, I believe it is absolutely essential that those helping to move our profession forward understand our philosophical and historical roots. Without such a grounding, we risk losing even more of our professional identity. We need our history to move forward.
- Part of identity
- Not critical but gives an importance to where you are going.

Question # 11: Knowledge of Leadership theory, skills, and models (Median = 5, IQR = 1.25)

- Helpful maybe, but not crucial.
- I believe this is more important for some leaders than for others. Certainly, leadership skills essential. I'd be interested to see how many strong leaders learned their leadership from theoretical texts.

- Important
- Helps in being the most effective leader by understanding all the dimensions .
- same as before - some people are born/natural leaders and don't need a model or theory to guide them. For some, this would be very necessary and for others, not at all so I put it in the lower middle
- Leadership theory is too structured a term. Some leadership just needs workers to do the things that need to be done. Some positions or situations required much more theory than others.

Question #15: Conducting Research (Median = 5, IQR = 2.25)

- I agree with the comments that indicate effective leaders need not be researchers, but I do think that effective leaders need to know how to read the importance of research for building credibility. It may mean that the effective leader knows how to gain support and funding for necessary research, not do it him or herself.
- Helpful in providing direction but not critical.
- moves the profession forward
- One does not need to be a good researcher to be a good leader. It is true that one must think about basing decisions on solid information, but "research" is a much more technical term in our profession than is relevant for most leaders.
- This depends on the particular leadership role. While I do not believe all leaders need to be strong researchers, I do believe (1) we absolutely need strong researchers as leaders (esp for roles such as journal editors, research committees, etc), (2) professional counseling leaders need to recognize how the current state of

research in our profession affects us, and (3) strong leaders will promote/support research for the profession.

Question #16: Writing and Publishing (Median = 5, IQR = 3)

- Writing and publishing are only important for a very small percentage of leadership positions. Getting things that need to be done, visualizing needs, abilities and problems, and motivating people to do what needs to be done are far more important for the vast majority of leadership positions.
- Writing clearly, concisely and persuasively is important in terms of reaching your audience (especially with email, blogs, etc being so prominent today).
- I believe this is a bit more important than research because I see strong written communication as a professional must. At the same time, importance depends on the particular leadership role. Please see comment above.
- promotes and advances the profession
- Some writing is necessary but usually different personalities are drawn to writing & leadership.

Question #83: Willingness to take risks (Median = 6, IQR = 1.25)

- Advancement and movement only comes with risk.
- Leaders do not always know what situations will arise. Some call for taking risks whether one likes it or not.
- this is important, being sure and brave
- Leaders with a vision often take risks.

- I think this depends on the type of risk. Certainly, leadership takes a degree of personal risk. A willingness to take risks may be very beneficial to an organization that is stagnating or facing some sort of crisis. Our early professional history was filled with individuals who chose to take risks. I hesitate to rate this higher because some organizations are unstable in some way - those organizations may benefit from leadership that is more conservative in nature (although being so may involve risks).

Question #90: Altruism (Median = 6, IQR = 1.25)

- Professional leadership is about the profession, the people in the profession, the people served by the profession, and society. It is important that you keep the focus there and not on yourself.
- part of the soul of a professional citizen
- Is helpful in working with and inspiring others to expand a vision
- Altruism when taken to an extreme is not good for the leader.
- As a profession with an express mission of promoting others' development, I believe an altruistic spirit should undergird all we do. We should lead in order to serve in order to promote our professional mission.

Question # 100: Extraversion (Median = 5, IQR = 1.25)

- Here again some leadership positions require one to be out in front of people and reaching out a lot, but most leadership does not demand this. Most is about finding out what needs to be done and either doing it yourself or identifying other ways for those key tasks to get done well.

- I'm going to stay with my initial rating on this one. As I mentioned before, I am interpreting this item as deriving energy from others vs. having social skills (which I would rate much higher). Some of the most powerful leaders I've known are introverted and reflective. One need not get energy from outward expression to lead well. As an introvert, I might even argue that too much extraversion could hurt leadership (I won't, tho - I believe we bring unique strengths)
- I consistently score high on measures of Introversion. You do not have to be an extrovert to be an effective leader.
- need to be people focused but not an extrovert
- Leaders are often introverts!